

Comprehensive Travel Plan for

Hanover Street Elementary School

November 2009
Lebanon, New Hampshire

Prepared by the
Upper Valley Lake Sunapee Regional
Planning Commission



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1.0 Introduction

This report addresses the Hanover Street Elementary School Travel Plan for the City of Lebanon Comprehensive Safe Routes To School (SRTS) Travel Plan. The Lebanon SRTS Task Force continues to seek ways to enhance and encourage student health and welfare throughout the School District by promoting walking and bicycling to school in an increasingly challenging environment.



Organized walking school bus events are gaining popularity as a seasonal event and a weekly exercise among Lebanon School District students.

The Task Force membership includes a broad range of community members, including Lebanon School District representatives, City of Lebanon staff and officials, walking and biking enthusiasts and community wellness program coordinators. Such a diverse range of interests brings many perspectives to ensure that this effort will continue to be a community-based initiative.

The City of Lebanon faces many land use planning and related challenges as a growing community that is at the hub of the Lebanon-Hanover Micropolitan Region. This distinction introduces a fundamental challenge of meeting demands of a workday population, which is double the residential population, utilizing the City's infrastructure and services. These demands on the City transportation infrastructure

affect the safety of pedestrians and cyclists.

In light of these demands, the City has made a substantial effort to diversify opportunities for transportation by encouraging alternative travel options for commuters and to expand and improve walking and biking facilities with the guidance of the Lebanon Pedestrian and Bicyclist Advisory Committee (PBAC) and City Planning Staff. Such efforts are becoming the standard for Lebanon, as evidenced in the City's Master Plan.

This Report summarizes the barriers to, and opportunities for promoting, walking and biking to school. The process for developing the Travel Plan followed the standard established by the national SRTS initiative: Evaluation, Education, Encouragement, Enforcement, and Engineering. This report details the findings for each of these "5 Es" based on standardized surveys, community outreach, parent input, focus group surveys, and School District and City input. The Task Force initiative to develop this Travel Plan has resulted in many substantive and realistic recommendations for Hanover Street Elementary School, the School District, and the community.

2.0 Community Involvement and Support

2.1 SRTS Task Force Membership and Community Partnerships

The SRTS Task Force has been fortunate to have strong support from the City and the School District. The Task Force membership includes many individuals who have personal or professional interest in implementing a successful SRTS program. The Task Force also has support from a number of community health and wellness initiatives through Dartmouth-Hitchcock Medical Center, the Children’s Hospital at Dartmouth, the School District’s Wellness Committee, and many other community organizations interested in promoting walking and biking activities. The high level of community involvement will ensure continued success for the Lebanon SRTS program.

Table 2-1: Lebanon Safe Routes to School Task Force

| NAME | AFFILIATION |
|-----------------------|---|
| Becca Boudreau | PE Teacher, Hanover Street Elementary School |
| Colin Smith | Chair, Lebanon Pedestrian and Bicyclist Advisory Committee |
| David Brooks | Senior Planner, City of Lebanon Planning Department |
| Dianne Estes | School and Community Relations Coordinator, Lebanon School District |
| Earl Labonte | City of Lebanon Department of Public Works |
| Gregory Norman | Director, Community Health Improvement and Benefits, Dartmouth-Hitchcock Medical Center, Healthy Eating Active Living Program |
| Cindy Heath | Director (Recently Retired), City of Lebanon Department of Recreation and Parks |
| Ken Niemczyk | Director, City of Lebanon Planning Department |
| Laura Dykstra | Chair, Lebanon School Board Lebanon School District Facilities Committee |
| Maudi Silver-Mallemat | Community Health Improvement and Benefits, Dartmouth-Hitchcock Medical Center, Healthy Eating Active Living Program |
| Paul Coats | Interim Director, City of Lebanon Department of Recreation and Parks |
| Scott Rathburn | City of Lebanon Police Department |

The Tables 2-2 and 2-3 list individuals and organizations that donated time and/or helped facilitate this Travel Plan. Their commitment will continue with the successful implementation of this and future travel plans.

Table 2-2: Travel Plan Participants and Champions

| NAME | AFFILIATION |
|---------------------|---|
| Michael Harris, PhD | Superintendent, Lebanon School District |
| Liz Schwartz | President, West Lebanon PTO |
| Candy Swift | President, Lebanon PTO |
| Wendy Plante | Vice President, Lebanon PTO |
| Michael Foxall | Principal, Mount Lebanon Elementary School |
| Amy Ballou | Mount Lebanon Elementary School |
| Martha Langill | Principal, Seminary Hill Elementary School |
| Jeff McGuire | Seminary Hill Elementary School |
| Scott Bouranis | Principal, Hanover Street Elementary School |
| Susan Desrosiers | Hanover Street Elementary School |
| Kathleen Blain | Hanover Street Elementary School |

Table 2-3: Board, Committee, and Commission Participation

| |
|---|
| Dartmouth-Hitchcock Medical Center & the Children’s Hospital at Dartmouth |
| Healthy Eating Active Living Coalition |
| Lebanon School District Wellness Committee |
| Lebanon Pedestrian and Bicyclist Advisory Committee |
| Lebanon City Council |
| Lebanon and West Lebanon Parent Teacher Organizations (PTOs) |
| Upper Valley Lake Sunapee Regional Planning Commission |
| Upper Valley Trails Alliance |
| Vital Communities, Upper Valley Transportation Management Association |

2.2 Community Forum

The Lebanon PTO hosted a SRTS Community Forum at the Hanover Street Elementary School on October 13, 2009. The SRTS Task Force invited parents, school administrators, teachers, and the general public to attend this session. More than 20 people attended this forum and provided important information about current concerns. The input from this session has guided the recommendations for the Hanover Street Elementary School Travel Plans. A summary of the meeting notes are included in Appendix A.

2.3 Travel Plan Surveys

2.3.1 Online Parent Surveys

As part of the Evaluation Phase for this project the School District distributed e-mail invitations for parents of students at the three study schools to participate in an online survey. This survey was developed by the National Center for Safe Routes to School (NCSRTS) based on the standardized parent survey endorsed by the New Hampshire Department of Transportation (NHDOT). The estimated average response rate for this online survey, based on the number of enrolled students, is 18%. A survey report for the Hanover Street Elementary School (HSES) is attached in Appendix B.

2.3.2 Classroom Survey

Volunteers from the community and the Task Force participated in a classroom survey of students in HSES. The purpose was to obtain information regarding mode of travel to and from school for each day. The survey occurred on two days on the week of October 5, 2009. Due to scheduling issues, a limited number of classes had to be evaluated the following week. Survey reports are attached in Appendix B.

2.3.3 Online Focus Group Survey

A focus group consisting of the Task Force, City staff, School District staff and PTO members were invited to review draft recommendations for the Travel Plan. The online survey asked individuals to state whether they agreed with each recommendation, establish the priority and timeline for executing it, and invited participant comments. This process provided valuable feedback and resulted in the re-prioritization of certain recommendations.

2.3 Lebanon Master Plan

The City is in the process of updating the Master Plan as of the date of this report. The 2006 Master Plan and the 2009 update provide substantial support for initiatives like SRTS.

- 1. The 2006 Master Plan General Statement of Purpose:** "...the City of Lebanon shall manage its physical, social, and economic development in such a way as to bring about more refreshed ecology; a more enriched cultural presence; a more sound economy; and a more just society."
- 2. The Land Use Chapter Purpose Statement:** "...[T]he City shall seek to secure a high quality of life for its citizens by accommodating growth that considers the broader social, economic, and environmental issues and meets the goals contained within this Master Plan."
- 3. The Transportation Chapter Purpose Statement:** "The City of Lebanon shall strive for a balanced, multi-modal transportation system that provides incentives for increased use of transit, bicycle and pedestrian modes..."

Approximately 10% of the more than 460 Action Items relate to promoting bike and pedestrian transportation and safety. Many more Action Items indirectly relate to promoting bike and pedestrian activity. The following is a brief list of Action Items relevant to SRTS programming.

- Continue to involve children in civic activities, such as their involvement in the Recreation Department's process to create the skateboard park that opened in 2003.
- Promote programs that encourage physical fitness for children through high school.
- Encourage teens to become involved in coaching, umpiring, and being “Big Brothers and Sisters” to younger children.
- Bicycle racks and lockers should be installed in public spaces throughout the community and required by developers as part of site plan approval.
- Support the Pedestrian and Bicycle Advisory Committee (PBAC) in creating a comprehensive pedestrian and bicycle facilities plan where linkages can be made and additional infrastructure is warranted (both within and outside the City) to serve development.
- Continue to support land use patterns that promote alternatives to single occupancy vehicles, such as mass transit, park-and-ride facilities, sidewalks, and bikeways/bike paths.
- The City should complete their Americans with Disabilities Act (ADA) transition plan to ensure public facilities meet ADA guidelines.
- Improve crosswalks, by considering curb extensions and raised, textured crosswalks.
- Segregate sidewalks from the roadway with landscape buffers and ensure that the sidewalk network is well maintained and interconnected.
- Promote safe intersection design and bicycle, pedestrian and transit friendly traffic signalization.
- Include pathways for bicycles and pedestrians whenever vehicular bridges are being rehabilitated or replaced.

3.0 Community Information

3.1 School District Overview

The Lebanon School District, has a total student enrollment of 1,817 students in 2009. The School District serves Lebanon (Pre-Kindergarten to grade 12), Grantham (grades 7 to 12), and Plainfield (grades 9 to 12). Of the total enrollment, approximately 1,111 students are in kindergarten through grade 8.

The 2009-2010 school year introduced a new dynamic among the elementary schools in the City. This was the first year after the Lebanon School Board approved a school consolidation plan that resulted in the closure of two elementary schools: Sacred Heart Public School and School Street School. Table 3-1, below, summarizes the change in student composition and locations of certain grades.

Table 3-1: School Consolidation and Student Composition

| SCHOOL | PRE-CONSOLIDATION | | POST-CONSOLIDATION | |
|----------------------------|-------------------|------------|--------------------|------------|
| | GRADES | ENROLLMENT | GRADES | ENROLLMENT |
| Hanover Street School | 3 to 6 | 259 | Pre-K to 4 | 299 |
| Mount Lebanon School | K to 3 | 237 | Pre-K to 4 | 253 |
| Seminary Hill School | 4 to 6 | 164 | 5 to 6 | 229 |
| Sacred Heart Public School | K to 2 | 93 | (Closed) | |
| School Street School | K to 2 | 90 | (Closed) | |

Note: Pre-consolidation enrollment based on 2006 data.

In April 2007 the PBAC published the “SR2S Survey Results,” which summarized survey data collected in November 2006. This survey was directed at parents and contained questions that are consistent with the current, standardized parent surveys endorsed by the NCSRTS and the NHDOT. Later sections of this report will reference this survey to assess whether the consolidation impacted student travel patterns to and from school.

4.0 Hanover Street Elementary School Travel Plan

The Hanover Street Elementary School (HSES) is part of a larger campus that serves both high school and elementary school students. HSES has an enrollment of 299 students in Pre-K through grade 4. The general school is set in an area that is a mix of commercial and moderate to low-density residential uses. The benefit of the school's location is that it is proximate to the Lebanon Central Business District and higher density neighborhoods. While the school appears to be in a suburban setting there are substantial opportunities to encourage walking and biking to school from the downtown neighborhoods.

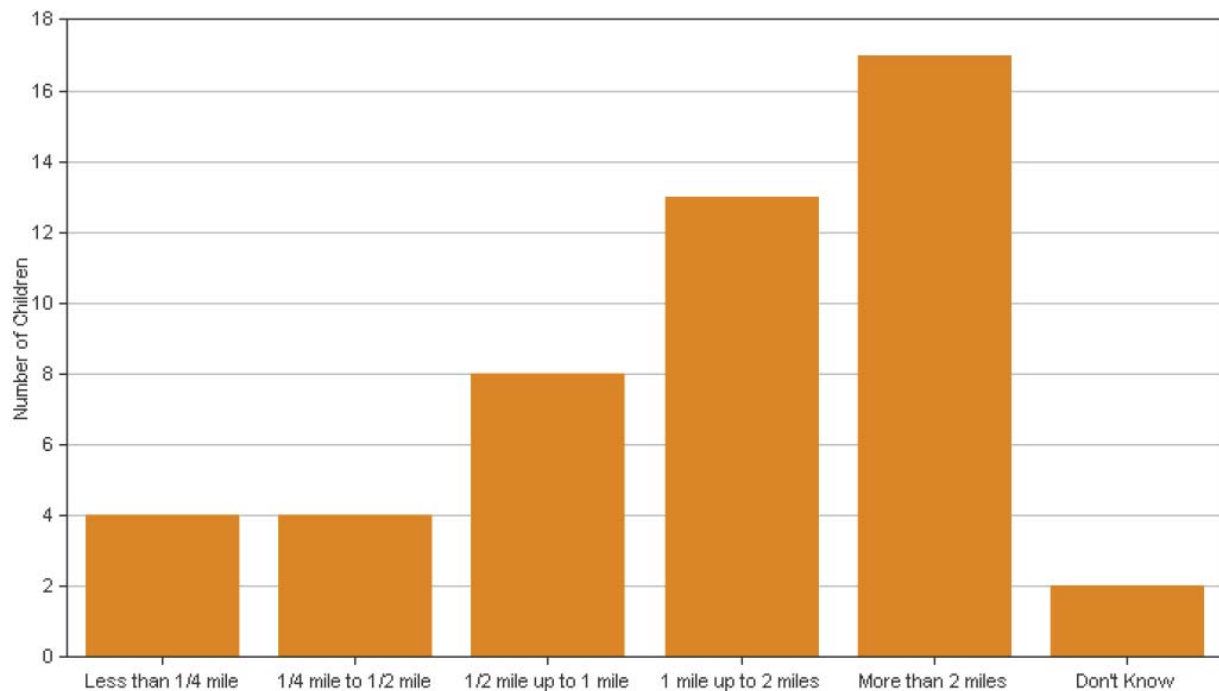
4.1 Evaluation

The evaluation phase of work included collecting and compiling surveys, conducting field assessments, compiling accident and traffic data, compiling available data on pedestrian and bicycle facilities, and mapping the study areas.

4.1.1 Parent Survey Results

HSES survey responses were collected using an online survey service and then submitted to NCSRTS for processing. The following figures are from the parent survey report generated by the NCSRTS and focus only on HSES students.

Figure 4-1: Number of HSES Children by Distance They Live from School



Overall, the survey results indicate that the majority of pick-ups and drop-offs are by family vehicles. Figures 4-2 and 4-3 summarize the survey findings as they relate to

individual travel modes to and from school. Students begin to rely more on buses in the afternoon and as the travel distance lengthens. Private vehicles predominate regardless of travel distance.

Figure 4-2: Percentage of Children by Travel Mode to School

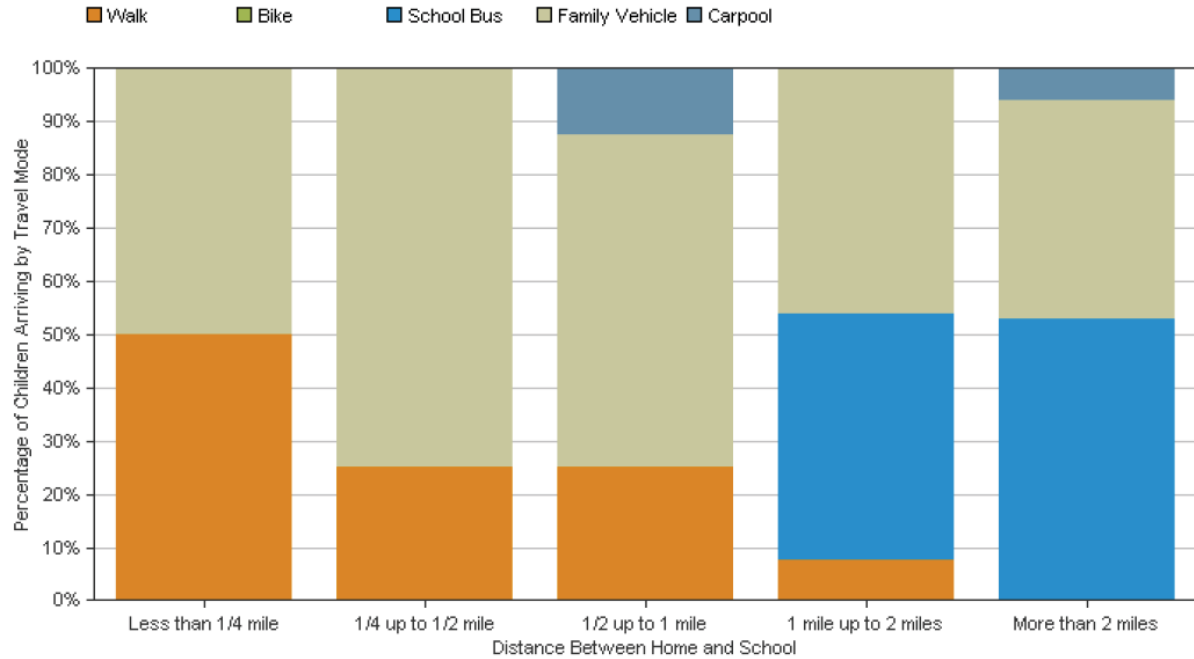
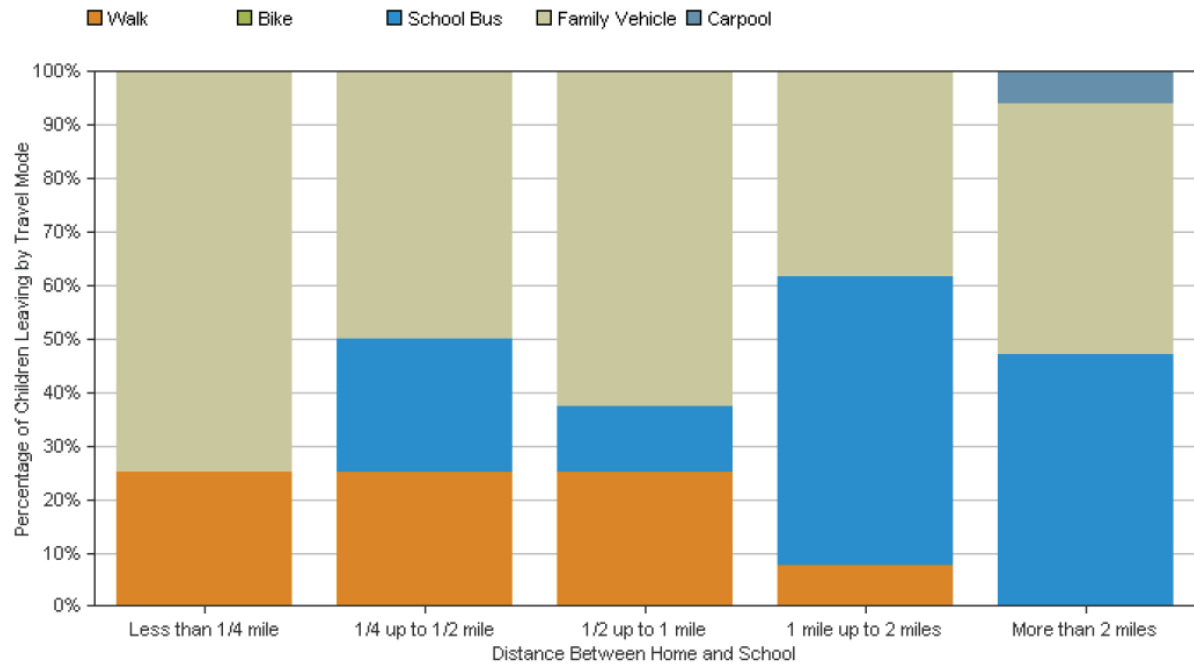


Figure 4-3: Percentage of HSES Children by Travel Mode from School



Respondent concerns about distance and child safety were the primary barriers to opportunities for walking and biking to school. The apparent second tier of priorities

include the presence/quality of sidewalks, availability of adult supervision, and travel time.

Table 4-1: Issues that Affect Parent's Decision to Allow or Not Allow Their Child to Walk or Bike to/from School Separated by Children who Do and Do Not Already Walk or Bike to/from School

| Issue | Child walks/bikes to school | Child does not walk/bike to school |
|-------------------------------------|-----------------------------|------------------------------------|
| Distance | 5 (83.3%) | 30 (73.2%) |
| Convenience of driving | 0 (0.0%) | 0 (0.0%) |
| Time | 2 (33.3%) | 14 (34.1%) |
| Before/after-school activities | 1 (16.7%) | 5 (12.2%) |
| Traffic speed along route to school | 4 (66.7%) | 26 (63.4%) |
| Traffic volume along route | 3 (50.0%) | 28 (68.3%) |
| Adults to walk/bike with | 5 (83.3%) | 14 (34.1%) |
| Sidewalks or pathways | 4 (66.7%) | 20 (48.8%) |
| Safety of intersections & crossings | 3 (50.0%) | 28 (68.3%) |
| Crossing guards | 3 (50.0%) | 9 (22.0%) |
| Violence or crime | 2 (33.3%) | 17 (41.5%) |
| Weather or climate | 2 (33.3%) | 20 (48.8%) |
| Number of Respondents Per Category | 6 | 41 |
| <i>No Response: 7</i> | | |

(Percentages may not total 100% due to rounding.)

4.1.2 Comparative Analysis of Parent Surveys

The PBAC surveyed Lebanon parents in November 2006 to determine how children in grades K through 8 were getting to and from school and gauge parent attitudes to walking and biking to and from school. While the format of the survey does not exactly match the October 2009 survey, there is opportunity to conduct a comparative analysis between the two data sets to gain perspective related to pre- and post-consolidation student travel distances, preferred travel modes, and general attitudes.

The intent of this analysis is to develop an understanding of whether there were dramatic changes in arrival and departure modes, identified issues, and general attitudes toward walking and biking to school. Figures 4-5 through 4-9 indicate the following:

- There is an increase of children living within 1 mile of HSES.
- Preferred travel modes to HSES are generally equivalent between the two survey periods. The family car is the predominant mode.
- The 2009 responses indicate an increase in weather conditions, travel time, and travel distances as issues affecting whether children walk or bike to school.

- Both survey periods returned very similar responses regarding adult supervision for children walking and biking to school.

Figure 4-4: Child's Household Distance from School

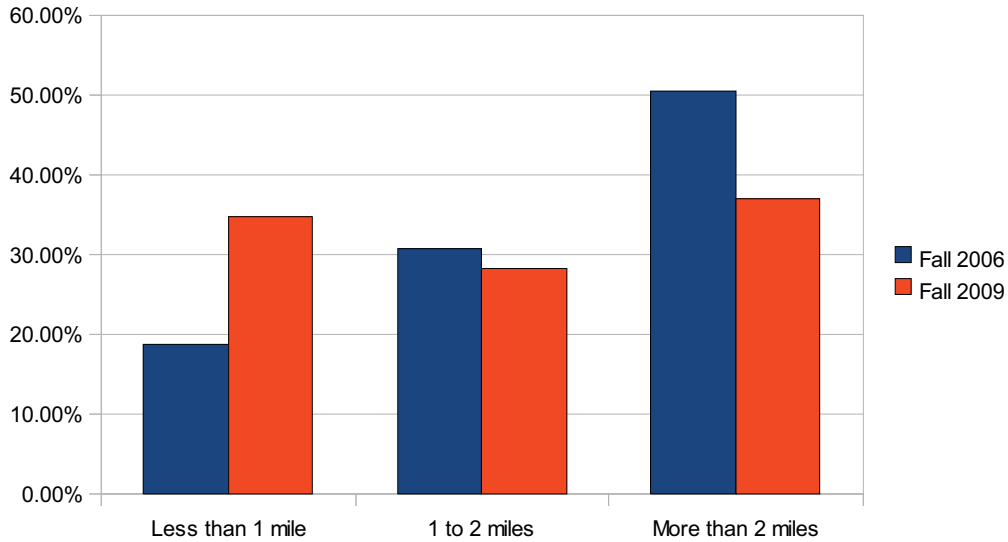


Figure 4-5: Child's Travel Mode to School

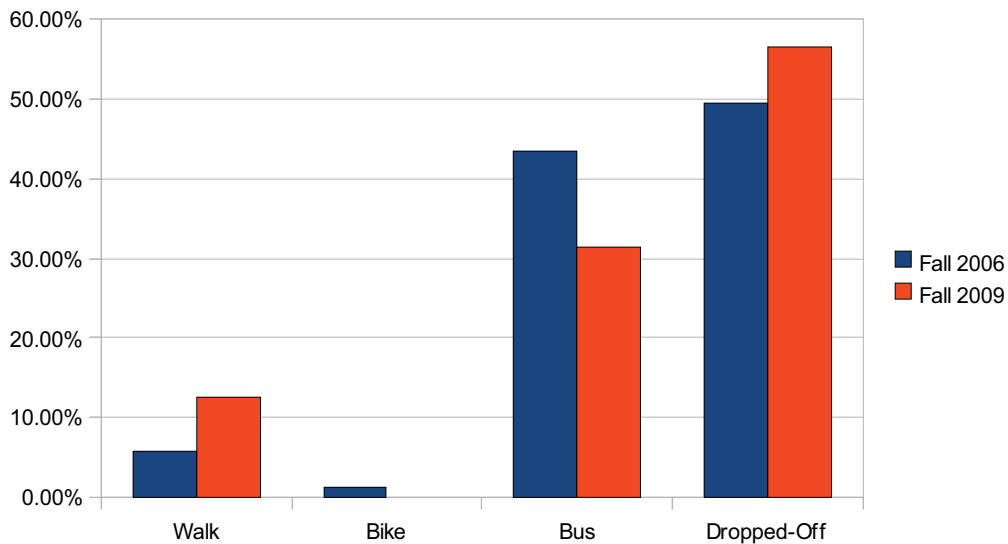


Figure 4-6: Reasons for Not Walking/Biking to School

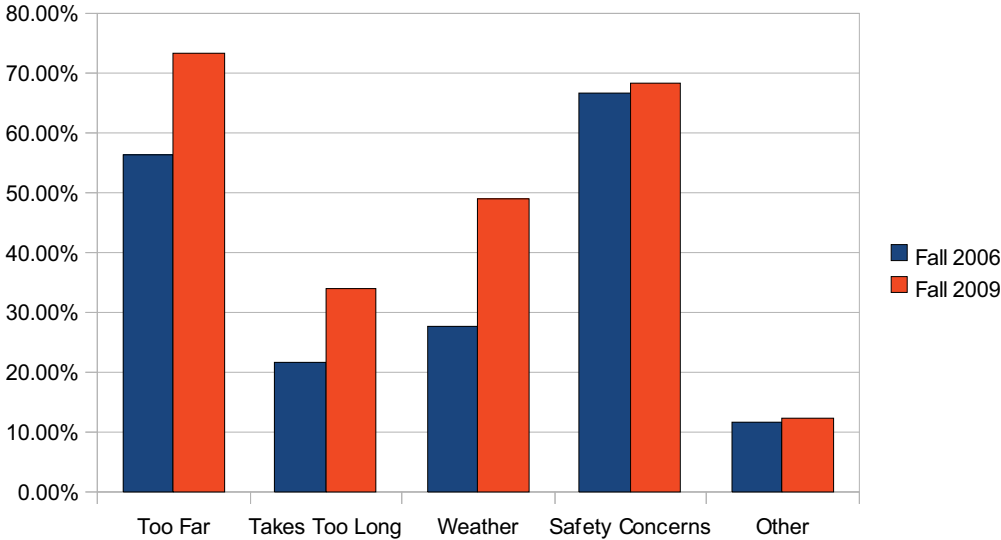
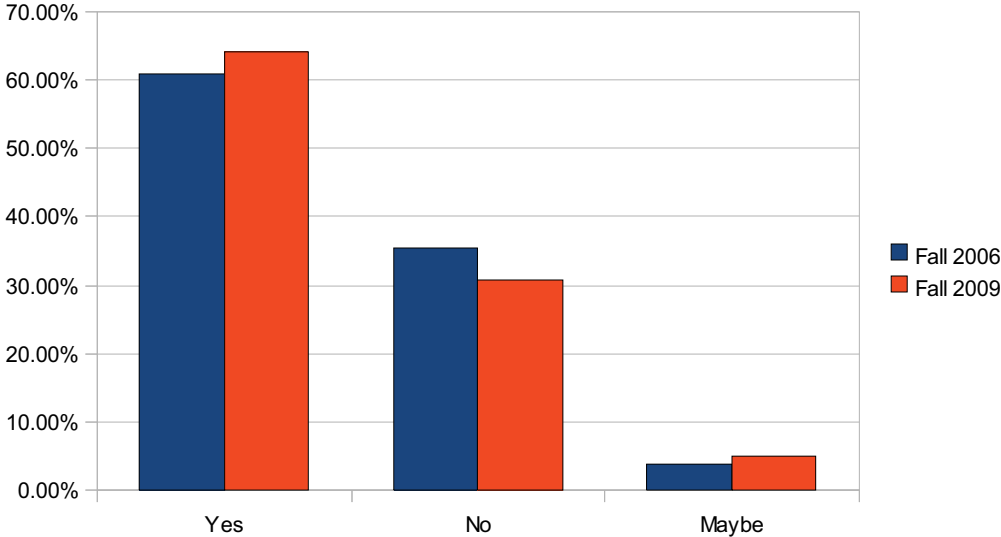


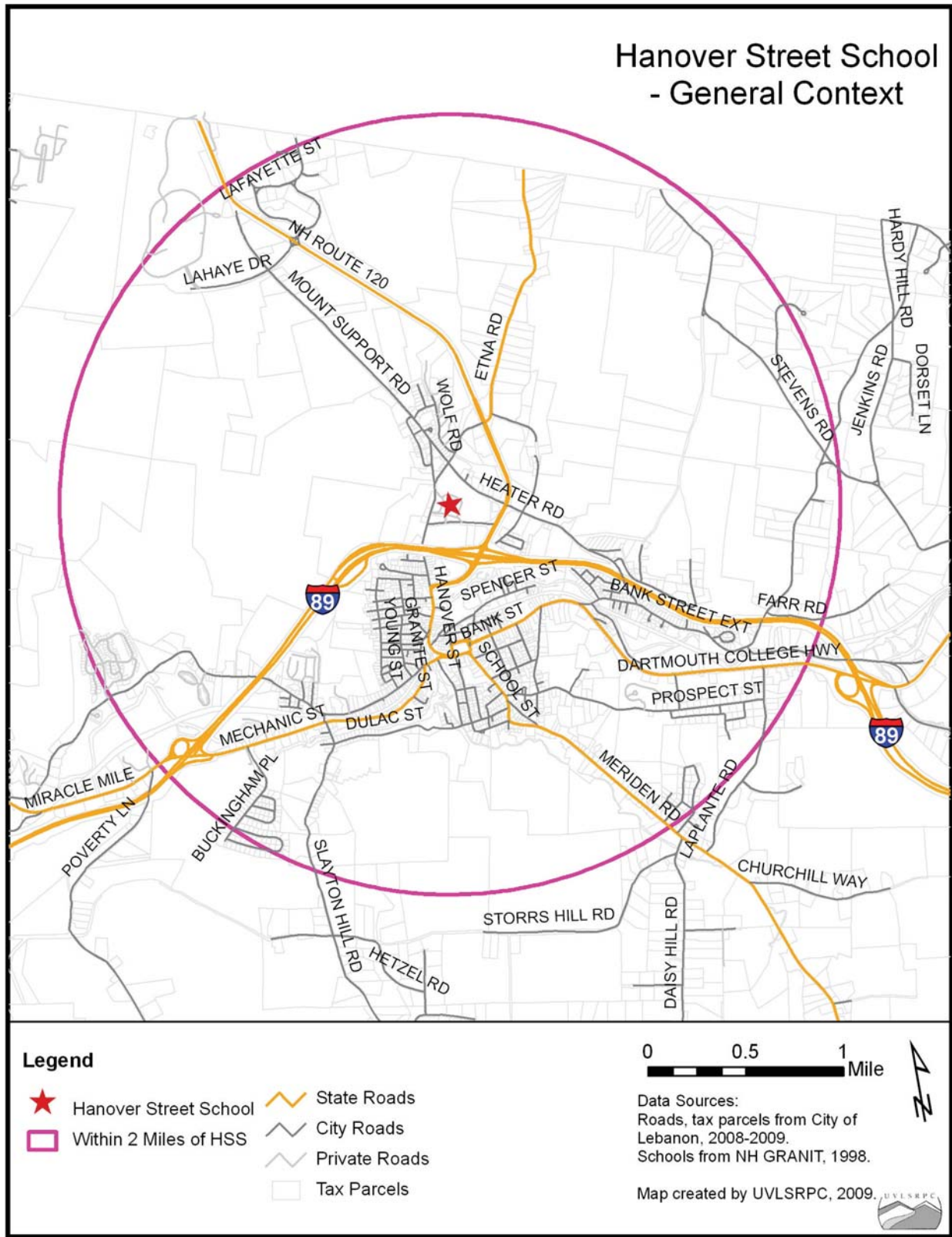
Figure 4-7: Would Parents Consider Allowing Child to Walk/Bike with Adult Supervision?



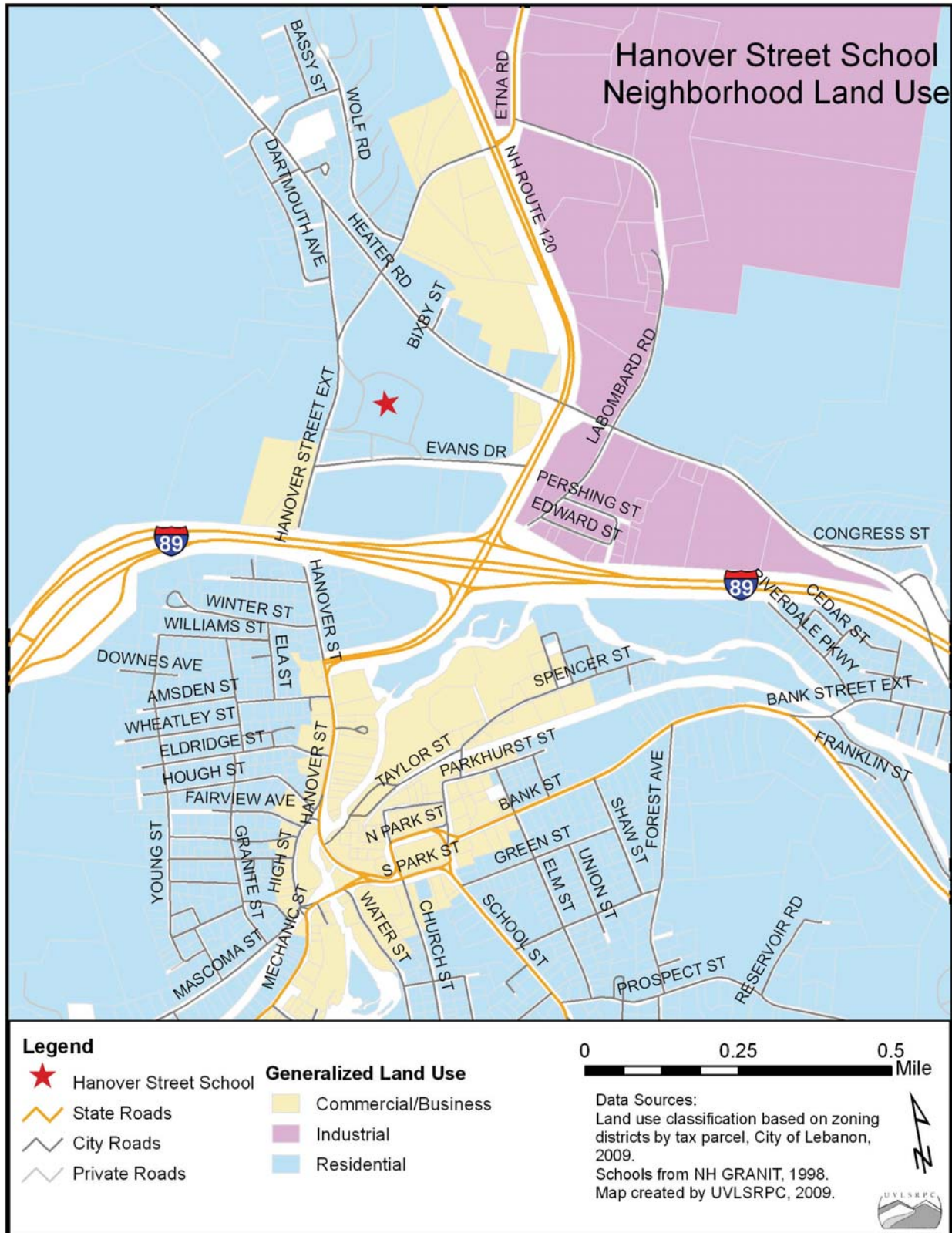
4.1.3 Mapping

The following maps provide an overview of the geographic context for HSES, as well as provide information on existing pedestrian and bicycle infrastructure, existing traffic volumes, and reported pedestrian and bicycle accidents.

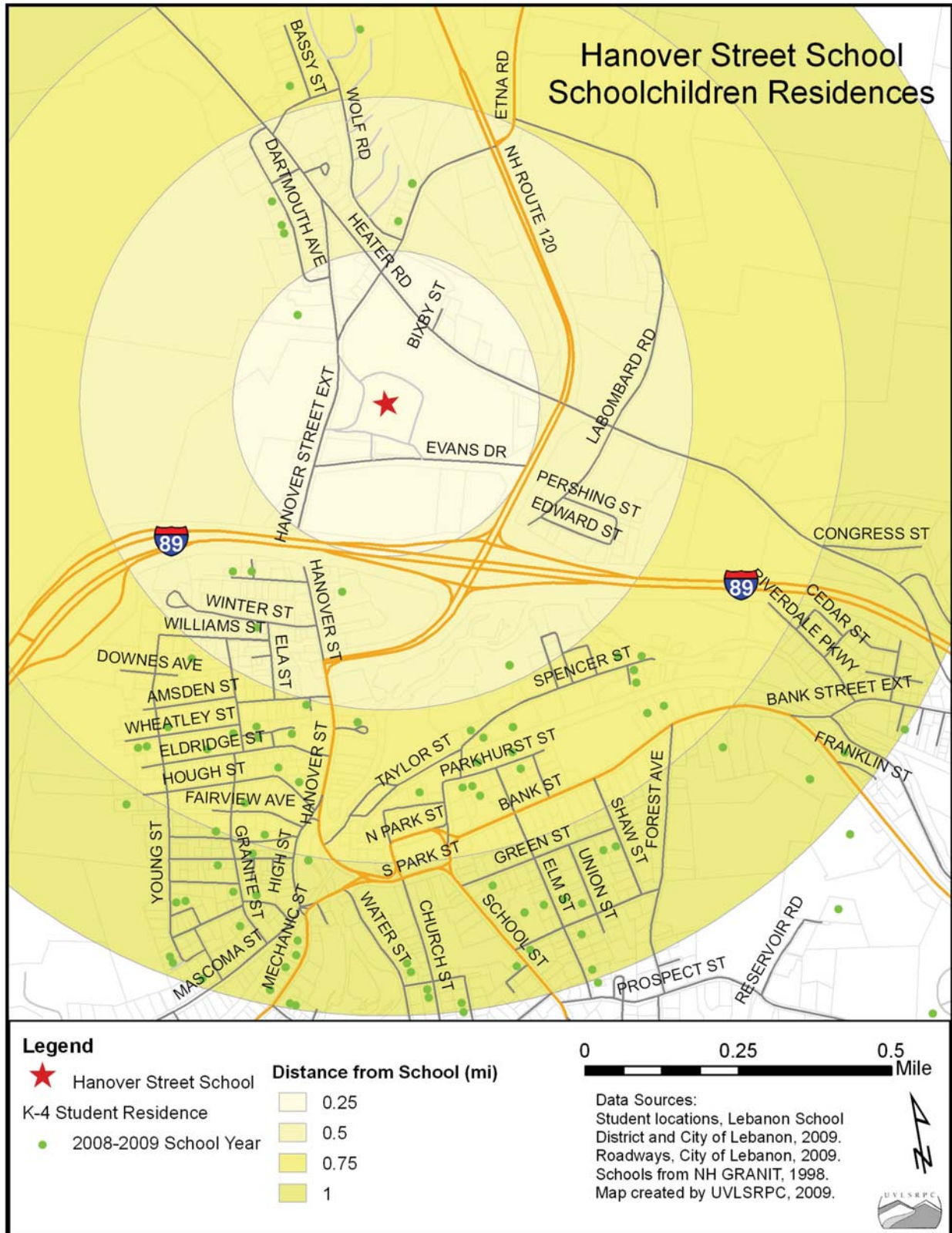
Map 4-1: HSES Study Area Context



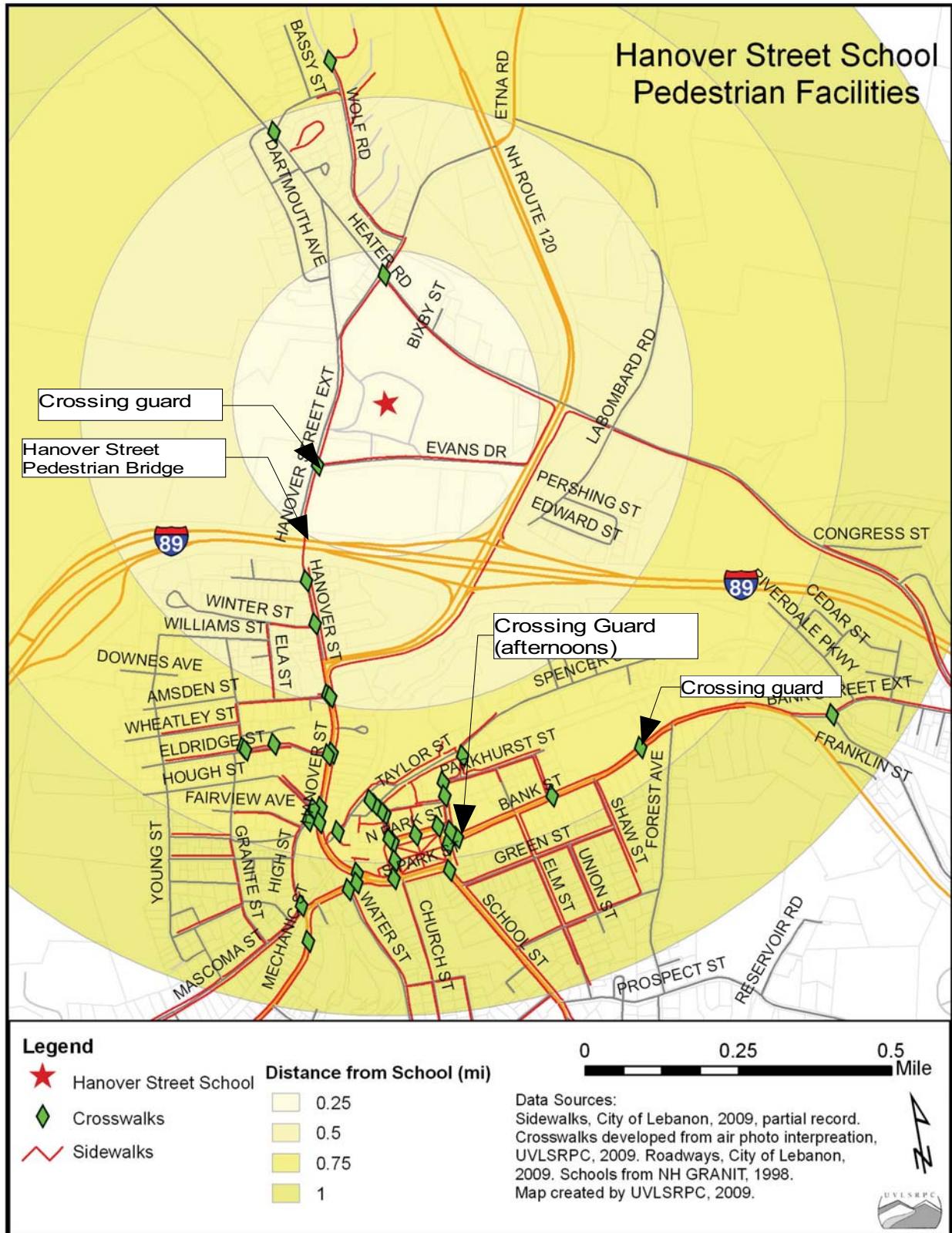
Map 4-4: HSES Adjacent Land Uses



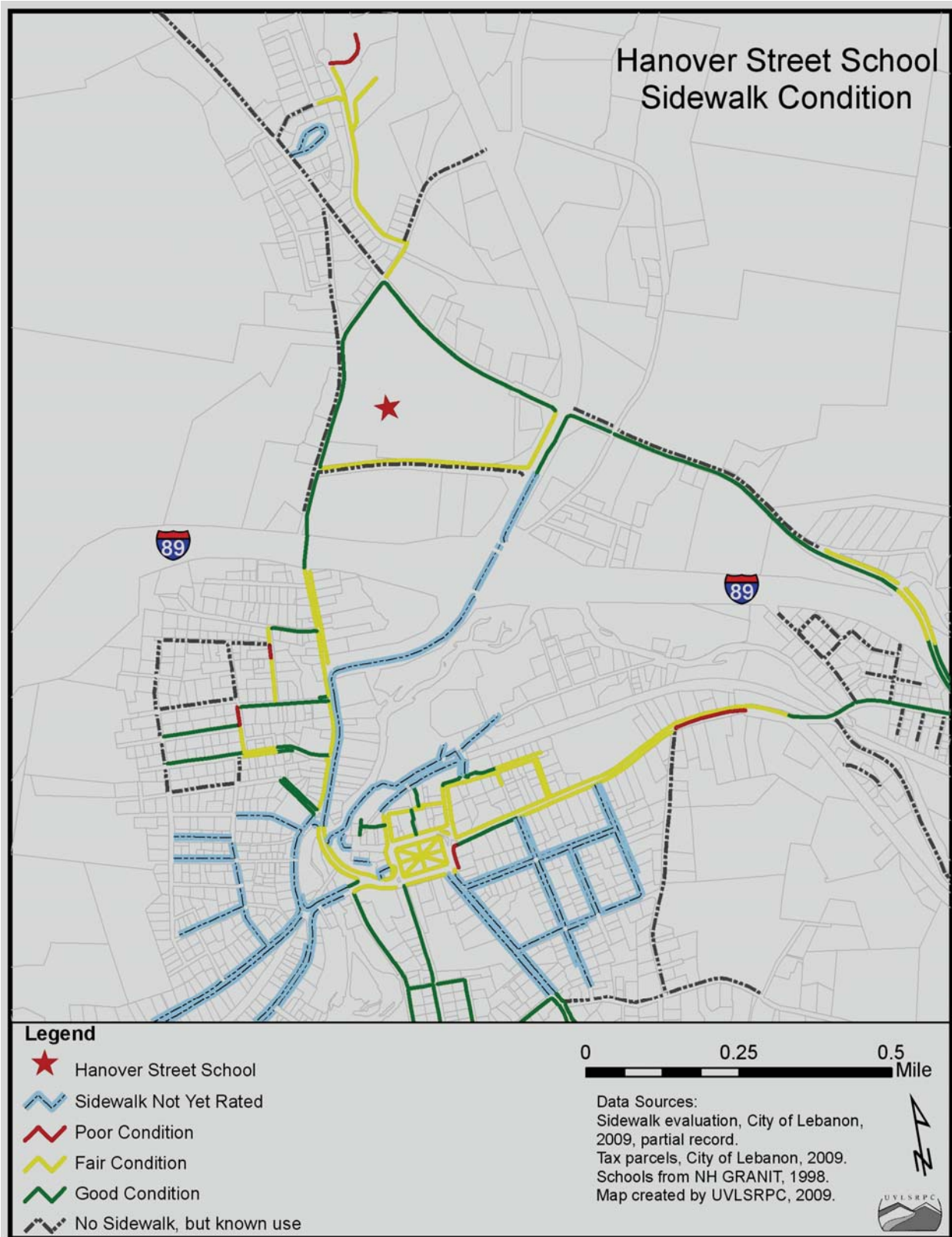
Map 4-5: HSES Student Residences



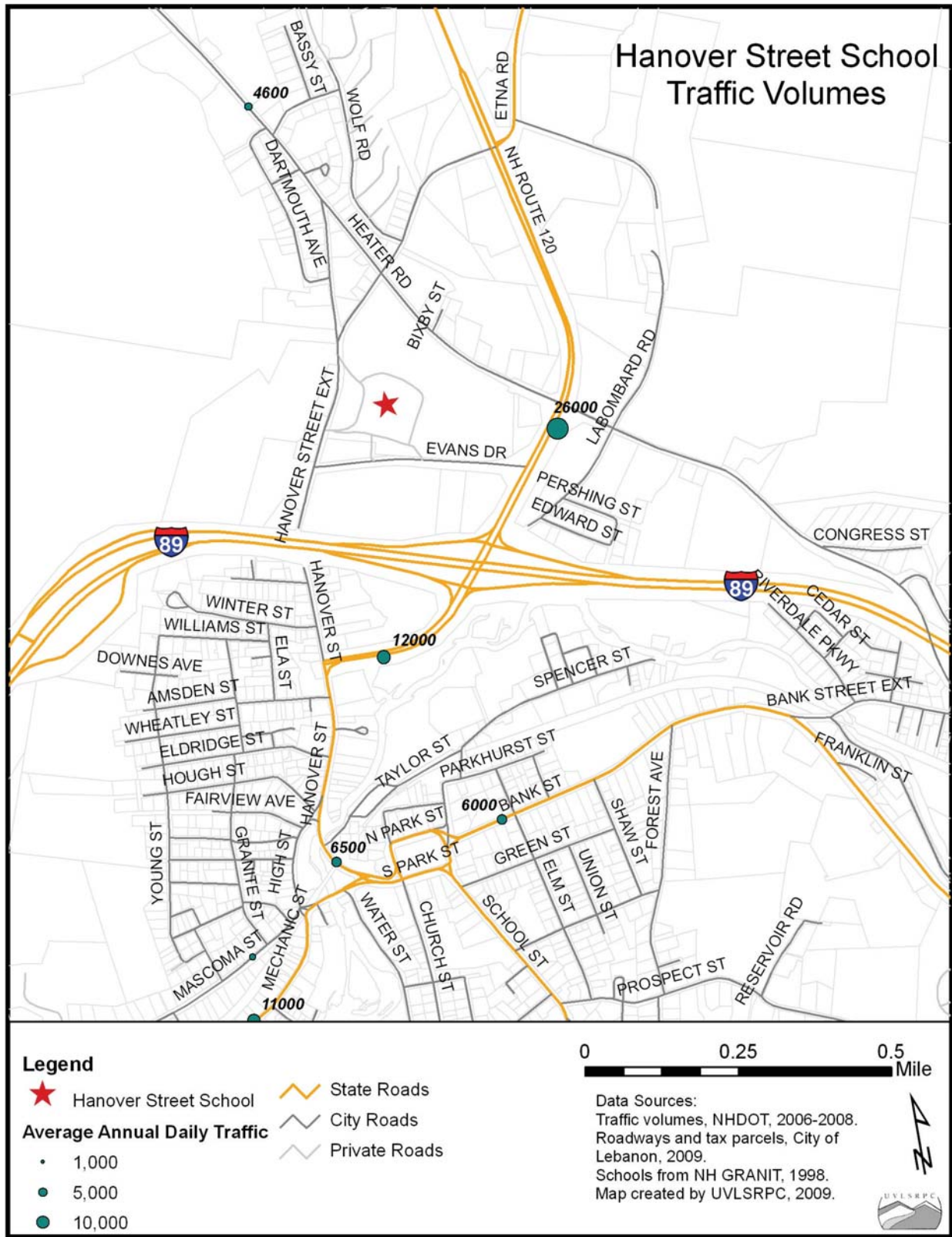
Map 4-6: HSES Pedestrian Facility Inventory



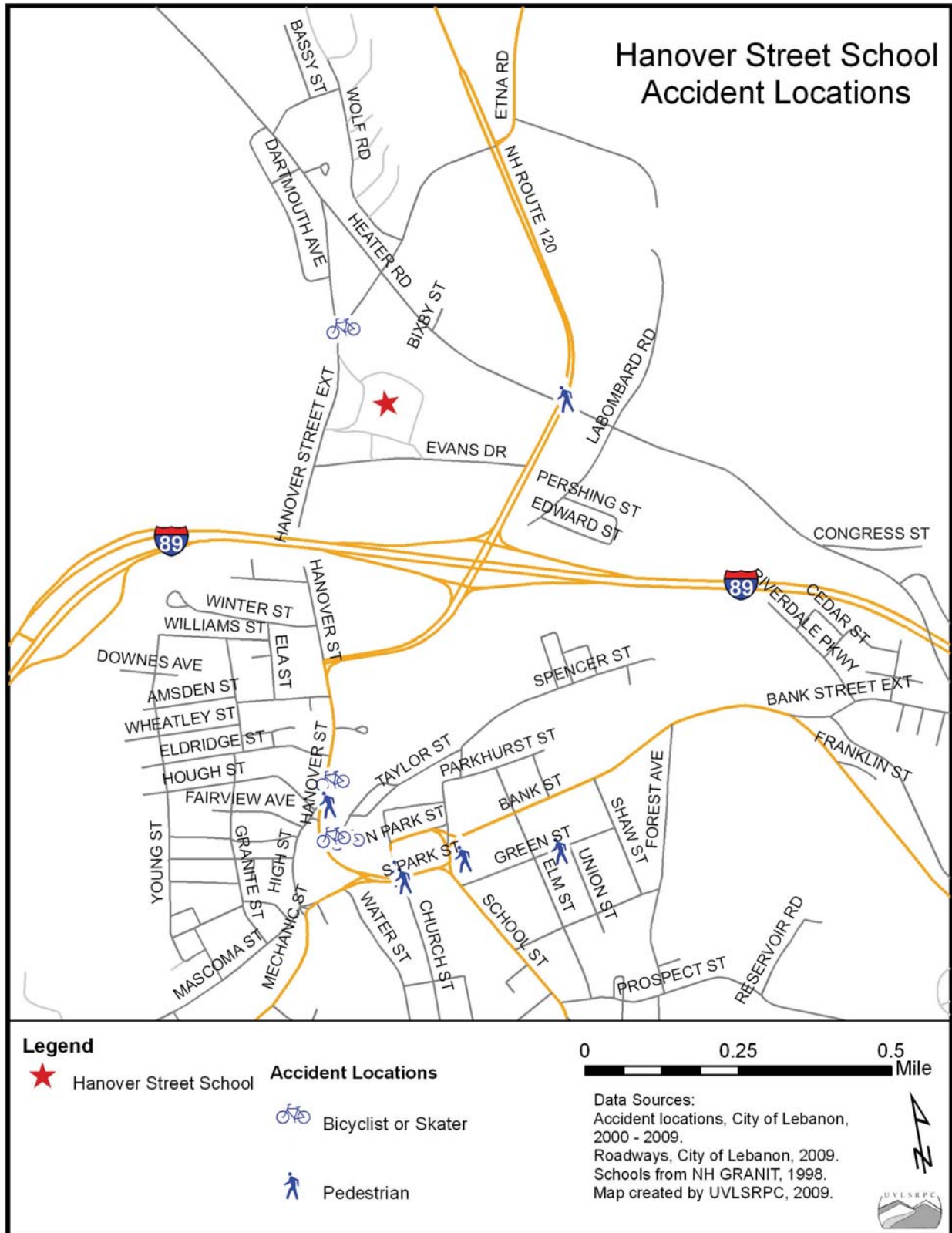
Map 4-7: HSES Sidewalk Assessment



Map 4-8: HSES Adjacent Street Traffic Volumes (AADT)



Map 4-9: Reported Pedestrian and Bicycle Accidents in the HSES Vicinity



4.2 Education and Encouragement

The HSES education initiative has historically been the responsibility of the physical education teachers. The current education and encouragement programs include:

- The HSES staff organize walk to school days periodically during the school year. This effort includes organizing walking school buses from collection points in the Central Business District and adjacent neighborhoods. These events include organized bus drop-offs at these collection points so bussed students are able to participate in the events.
- Regularly scheduled walking school bus days occur on each Friday in the spring and fall.
- At the time of this report Susan Desrosiers' 3rd grade class is participating in a Safe Routes To School project that will map and develop a plan to improve one area to promote walking and biking to school. At present, Mrs. Desrosiers is seeking permission from the NHDOT to make improvements to the Hanover Street pedestrian bridge and surrounding area (e.g. painting portions of the bridge and plantings).
- Becca Boudreau, the HSES PE Teacher, is examining encouragement programs to utilize the running track on the Hanover Street School campus. She plans to develop a walking club for HSES students to walk the track, with supervision, to reach distance goals.
- Ms. Boudreau is currently tracking the progress of Nancy Wright, a HSES teacher who is biking across the country. Her progress is tracked on a poster in the gym. Ms. Wright has taught bike safety courses in past years and it is understood that she will continue the program when she returns.

The community and individual feedback support the following programs to further promote SRTS initiatives:

- The bike safety courses are valued among respondents. Commenters encouraged continued bike education, bike rodeos and additional bike to school days.
- Develop a walking encouragement program with mileage punch cards and prizes or other incentives. Develop a school-wide goal to walk a distance.
- Make the walk and bike to school days more frequent, possibly multiple days per week in the fall and spring.
- Develop a pedestrian safety course.

4.5 Enforcement

The enforcement policy in the Lebanon Police Department (LPD) encourages officers to patrol school areas during the morning and afternoon commute times. Officers tend to patrol these school zones unless they are called away on emergencies. The officers address general enforcement and area-specific traffic issues as needed. In addition to the

officer enforcement, the LPD utilizes a speed trailer in each school zone for two to three days at a time. Anecdotal evidence indicates that the presence of the speed trailer is effective at reducing travel speeds.

The LPD also manages five crossing guards City-wide. These are paid positions and have recently been cut-back due to budget constraints. While there has been discussions regarding volunteer crossing guards, there is an inherent concern about liability to the City when there is a volunteer program of this nature. While there is a recognized need for more crossing guards, there is no funding source for expanding the program.

The crossing guard locations in the HSES study area include:

- Intersection of Evans Drive and Hanover Street (7:15 – 8:15 AM, 2:30 – 3:30 PM)
- At the Bank Street Middle School (7:00 – 8:00 AM, 2:15 – 2:50 PM)
- At the downtown public library, Bank Street (2:50 – 3:30 PM)

4.6 Engineering

4.6.1 City Infrastructure Projects

As stated earlier in this report, the City places a high priority in constructing, maintaining, and encouraging the use of pedestrian and bicycle facilities. At present there are a number of planned infrastructure projects where the City DPW and Planning Staff have worked to incorporate improved pedestrian and bicycle facilities with public review and input. The projects, their status, and construction timeline are as follows: There are other, longer-term projects in the planning stages. This report focuses on the short-term projects that are more defined with regard to scope and timing.

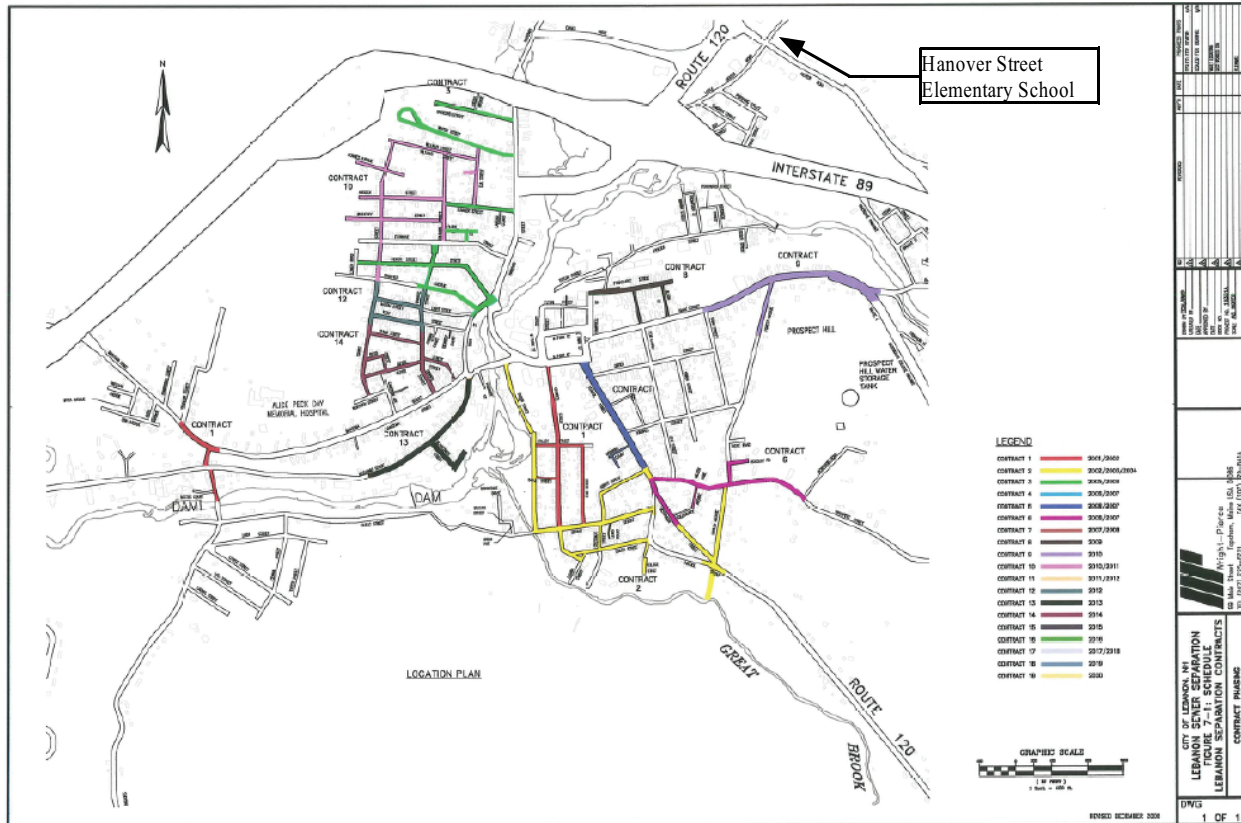
Table 4-2: City Infrastructure Projects

| PROJECT NAME | LOCATION | STATUS | CONSTRUCTION TIMELINE |
|--|---|--------------------------------|-------------------------|
| Route 120 Pedestrian Enhancement Project | Vicinity of South Street Intersection | Grant Application Under Review | 2011-2012 (if approved) |
| CSO #4 | Floyd Avenue | Design out to bid | 2010-2011 |
| CSO #7 | Seminary Hill | Design out to bid | 2010-2012 |
| South Main St. Railroad Dry Bridge | Railroad bridge near Seminary Hill Intersection | Design phase | 2011-2012 |

The Combined Sewer Overflow (CSO) project is making fundamental improvements to the municipal stormwater and sewer collection networks. The goal of the project is to separate the two networks to protect water quality in the Mascoma and Connecticut Rivers. The City Staff make a point of addressing pedestrian and bicycle issues as part of the project design review. Map 4-10 illustrates the scope of the CSO program and

phasing. A secondary benefit of the CSO project is the improvement to the overall roadway, pedestrian, and bicycle networks in neighborhoods within the HSES project area.

Map 4-10: City CSO Project Phasing, HSES Project Area



4.6.2 Sidewalk Inventory and Maintenance

The sidewalk inventory in the project area indicates that critical pathways between the downtown neighborhoods and HSES are in good to fair condition. Given the pending infrastructure projects and lack of public comment, constructing new sidewalks have not been considered as part of this report Action Plan.

The Department of Public Works (DPW) currently maintains the sidewalks and bicycle facilities along most City roadways including clearing the sidewalks after snow storms. The DPW has limited sidewalk clearing equipment and works to prioritize snow clearing to high-use routes, including primary routes to and from schools. The result is that lower priority sidewalks may not be cleared for a period of time after the storm has ended. Presently, the DPW has designated a web page on the City web site to solicit input from the public regarding prioritizing sidewalk clearing efforts.

4.6.3 Student Drop-Off and Parking Lot Circulation

An issue that will require engineering review and further consideration by the School District is the HSES student drop-off area. The existing conditions require multiple traffic crossings, and there are poorly defined student drop-off areas adjacent to the bus parking area and the primary student entrance to the playground. The resultant situation is a potentially unsafe situation for walking access to the front door of the school or the main playground entrance. Figure 4-8 illustrates existing conditions. Figure 4-9 illustrates a conceptual layout to reconfigure the entrance to minimize pedestrian roadway crossings from Hanover Street and expand the HSES drop-off area.

Figure 4-8: HSES Parking and Student Drop-off, Existing Conditions

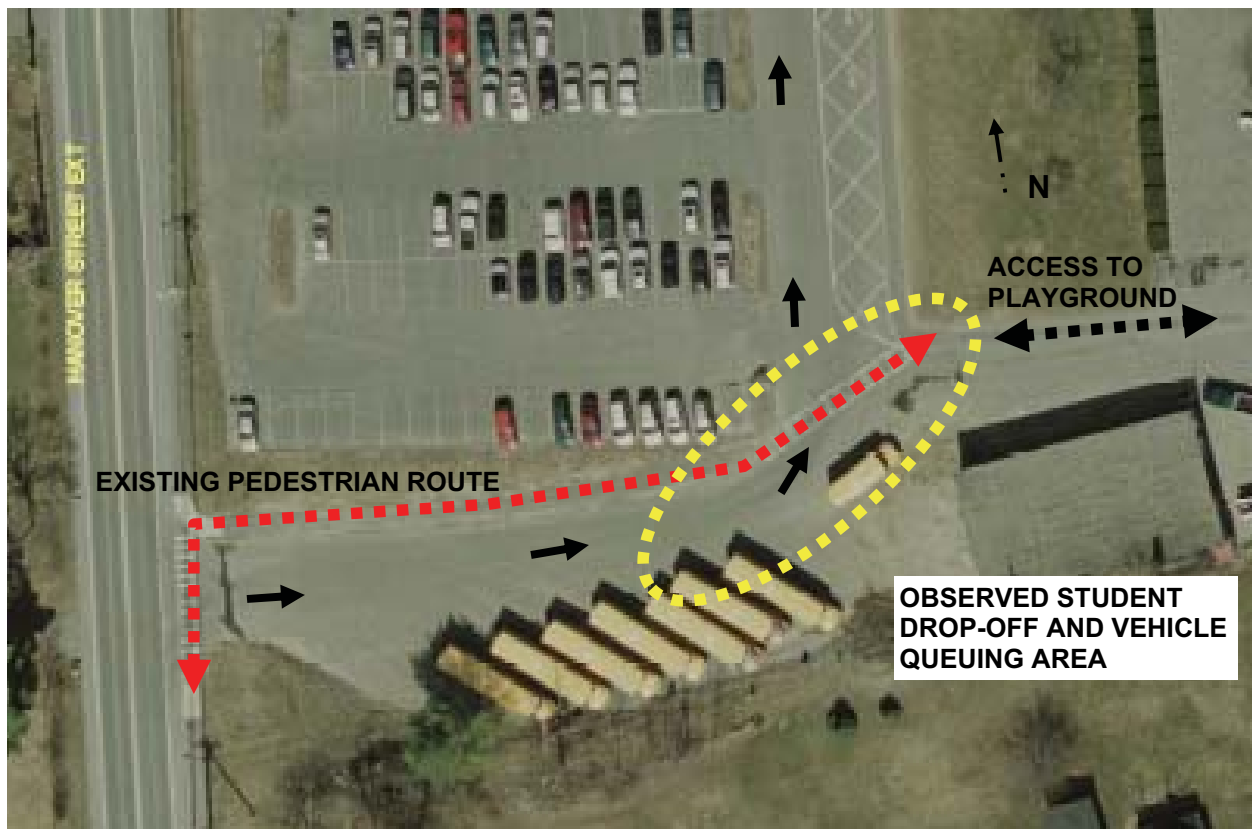
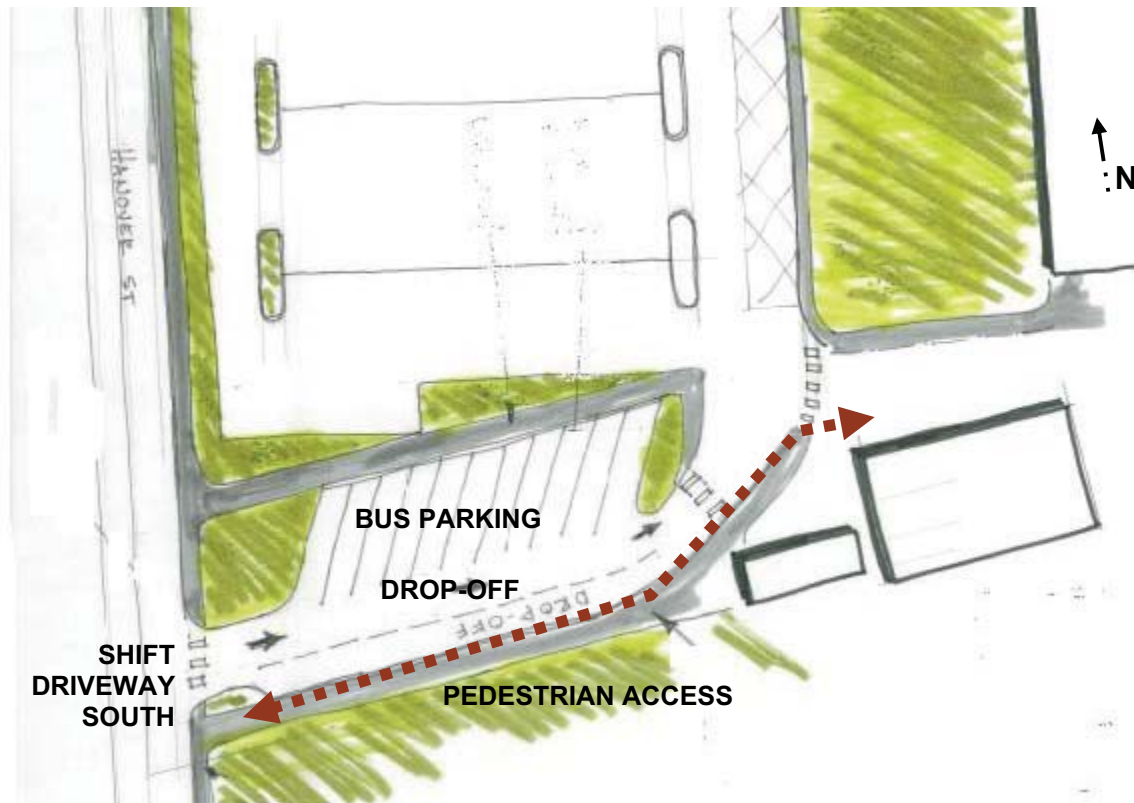


Figure 4-9: HSES Parking and Student Drop-off, Proposed Reconfiguration



4.5 Identified Barriers

The Task Force has collected comments throughout this process and, combined with the analyses and other background information, identified the following are the primary barriers to walking and biking to school:

- General child safety along walking routes.
- Safe areas to “remotely” drop-off a child to walk to school.
- Roadway traffic volumes and speeds.
- Crosswalk safety.
- The I-89 pedestrian bridge is unsafe for young kids. Teenagers and other kids threaten safety.
- Bicycle and pedestrian safety education is important.
- Lebanon has resident, registered sex offenders.
- The parking lot and drop-off area at the school is dangerous.
- Evans Drive traffic speeds are too high for a school zone (anecdotal evidence).



The Hanover Street pedestrian bridge provides a connection to HSES, but parents believe it unsafe for younger children.

5.0 Conclusion and Recommendations

The Hanover Street Elementary School is located in an area that would be characterized as suburban though it is close to the Central Business District and surrounding neighborhoods. During the evaluation phase of work for this study, survey responses and field investigations indicated that the critical barriers to promoting walking and biking were travel distances and safety of the children. While there continues to be a need to improve and maintain infrastructure for the benefit of safe walking and biking routes, the most effective way to promote SRTS goals is to increase student and parent education and awareness of the opportunities to safely walk and bike to school.

The following Action Plan addresses the needs of the City and School District to effectively promote and maintain the SRTS Task Force initiative toward increasing child activity and improving wellness. This action plan should be implemented with the participation of a broad range of community organizations and individuals similar to the participation in developing this Travel Plan for HSES.

Table 5-1: HSES Action Plan

| RESPONSIBLE PARTY | RECOMMENDATION | PRIORITY |
|---|--|-----------------|
| Immediate Projects (within 1 yr) | | |
| School District / Task Force | Develop a School District coordinator for Safe Routes and other wellness programs. Make these programs standard for all schools with central resources to encourage teacher/parent participation. Participation will be elective by school. | High |
| School District / Task Force | Promote educational program focusing walking and biking safety for students. Incorporate Bike Smart program curriculum with classroom and real time education activities. Incorporate safe passage through construction zones as part of the curriculum. | High |
| Task Force | Maintain and promote the Safe Routes program through web presence and maintain robust outreach effort. | High |
| School District / Task Force | Complete Comprehensive Travel Plan. Continue study of the two remaining school sites. | High |
| HSES | Purchase new bike racks. Each school to work with Task Force to determine best location for the racks. | High |

| Action Plan (continued) – Immediate Projects | | |
|---|--|----------|
| HSES / School District / Task Force | Organize bike safety events like bike rodeos with the Police Department and other volunteer organizations. Have a bike to school day in spring with LPD Bike Patrol escort(s). | High |
| School District / Task Force / City | Develop a community program in partnership with the Lebanon Recreation and Parks Department where the Rec. Department recruits and trains (with funding) community volunteers to be walking school bus chaperones or related Safe Routes program participants. | High |
| HSES / School District / Task Force | Develop a District-wide walking encouragement program for individual students to tally miles walked, etc. The tallies would be counted in late fall and late spring with rewards based on highest numbers or goals achieved. | High |
| HSES / School District | Develop a secondary winter walking program (“Polar Bear Walkers”). | High |
| HSES / School District / Task Force | Evaluate critical crossing guard locations based on post-consolidation changes to school uses and student composition. Use standardized criteria for this evaluation process. | High |
| HSES | Assign adult volunteers to monitor the footbridge across I-89 according to daily elementary school schedule. | High |
| City | Repaint crosswalks on school property and within 1/2 mile of schools with retroreflective thermoplastic paint (higher visibility and durability) & install flashing beacon lights on existing and new school zone signage. | Moderate |
| City Planning Office / Police Department | Enforce regulations for vehicle parking on sidewalks and crosswalks and vegetation overgrowth that restrict safe use of the sidewalks or pathways. <ul style="list-style-type: none"> ◦ Provide general information and educational pamphlets to all properties (residences and businesses) within a mile of the schools to inform property owners of the need for clear sidewalks and bike routes. ◦ Have a high-intensity enforcement campaign at the beginning of each school year. | High |

| Action Plan (continued) – Short-Term Projects (within 5 years) | | |
|---|--|-------------------|
| HSES / High School / School District | Utilize Lebanon High School programs to promote participation in the education outreach: Student Community Committee, Youth in Action, LHS Art Department. Example Projects for LHS students: ◦ Developing/Producing an Educational Program ◦ Participating in and organizing special education/encouragement events on school property. Note: This does not include walking school bus or other activities without adult supervision. | High |
| School District / Task Force | Develop education effort related to walking/biking/driving safety as informational programs for broadcast on Community Access TV and transfer to DVD for distribution. | Moderate |
| HSES / School District | Conduct an engineering assessment for the feasibility and cost of reconfiguring the entrance to the Hanover Street School parking lot to improve pedestrian access and drop-off area. Review traffic speeds and safety in the remaining parking, review need for speed tables. | Moderate |
| HSES / School District | Develop a program to limit the size/weight of backpacks and loads that students take home. Encouragement may include getting teachers to assign homework that does not require excessive take-home materials and limit the weight of the backpacks. | Moderate / Low |
| HSES / School District | Have an art contest for a Lebanon Safe Routes mascot/logo. Make t-shirts or stickers using that winning design. | Moderate |
| City | Repaint faded crosswalks between 1/2 mile and 1 mile. | Moderate |
| City | Coordinate with contractors prior to construction to ensure that traffic management plans adequately address pedestrian and bike issues, particularly in school zones. | High |
| City | The DPW continue to review and coordinate with the Task Force regarding infrastructure projects, seasonal snow clearing policy, and pedestrian and bicycle facility maintenance issues on an annual basis. | Moderate |

Appendix A- Community Forum

NOTES – SRTS COMMUNITY FORUM (10/13/09)

HANOVER STREET SCHOOL

- Bus Drop off
- Walking Bridge – Teenagers
- Willingness to be dropped off on side of Bridge with friend. Where is a safe drop off?
- School district picks up kids who “could” take bus
- Central gathering point on Green/Mall/Sacred Heart would need crossing guard at Sacred Heart as a paid employee (non-registered)?
- Punch cards / Mile cards
- Walk around world
- Pedestrian safety course / reflective gear / bike rodeo
- One day per week
- School driveway crossings
- Better striping
- Few sidewalks around Sacred Heart

MT. LEBANON SCHOOL

- Mack Avenue Dead End
- Farman Avenue – No sidewalk and cut thru
- Difficulty crossing Route 10 – Craft’s Avenue
- Walking up Highland Avenue
- Elm Street West across Seminary Hill
- Romano circle – 12A Diff. – Narrow
- Safe Route between Seminary Hill and Mt. Lebanon VIA Farman

SEMINARY HILL SCHOOL

- Route 12A sidewalk
- Railroad Bridge
- Landowner – parking truck on sidewalk
- Safe passage during bad weather at bottom of Seminary Hill
- Heavy truck traffic at Elm Street

**Appendix B- Hanover Street Elementary School Survey
Summary Reports**

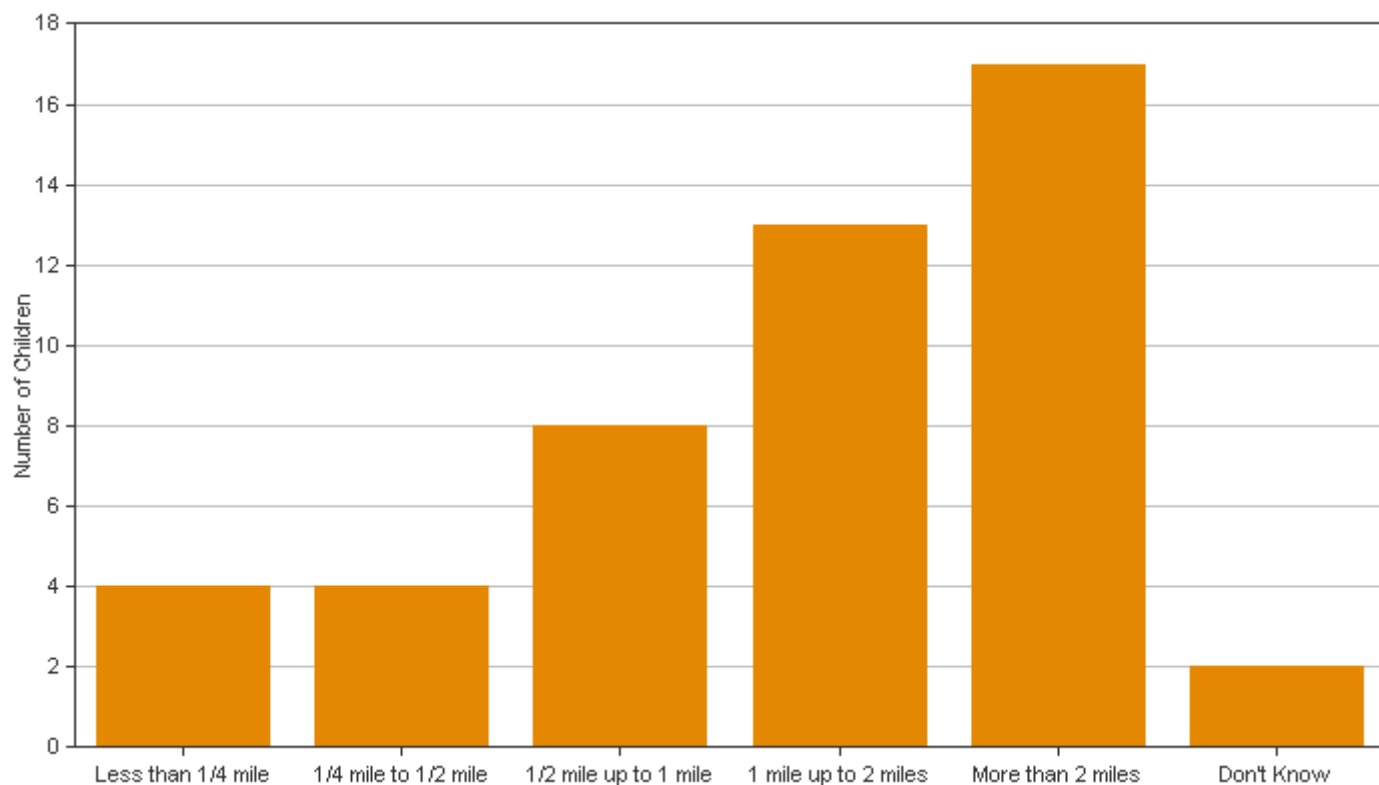
Parent Survey Summary Report:

Process Summary Information:

| | | | |
|-------------------------------|--|---------------------------------------|--|
| Program Name: | Lebanon Safe Routes to School Task Force | Survey Data Collected: | Fall2009 |
| School Name: | Hanover Street Elementary School | Data Collection Phase: | pre (pre = Before program began mid = During program; post = After program ended) |
| Reported Enrollment: | 299 | Number of Surveys Distributed: | 0 |
| Date Report Generated: | 11/03/2009 | Number of Surveys in Report: | 54 |

This report provides information from parents about their perceptions and attitudes on their child walking and bicycling to school. The data used in this report were collected using the Survey about Walking and Biking to School for Parents form from the National Center for Safe Routes to School.

Number of Children by Distance They Live From School:

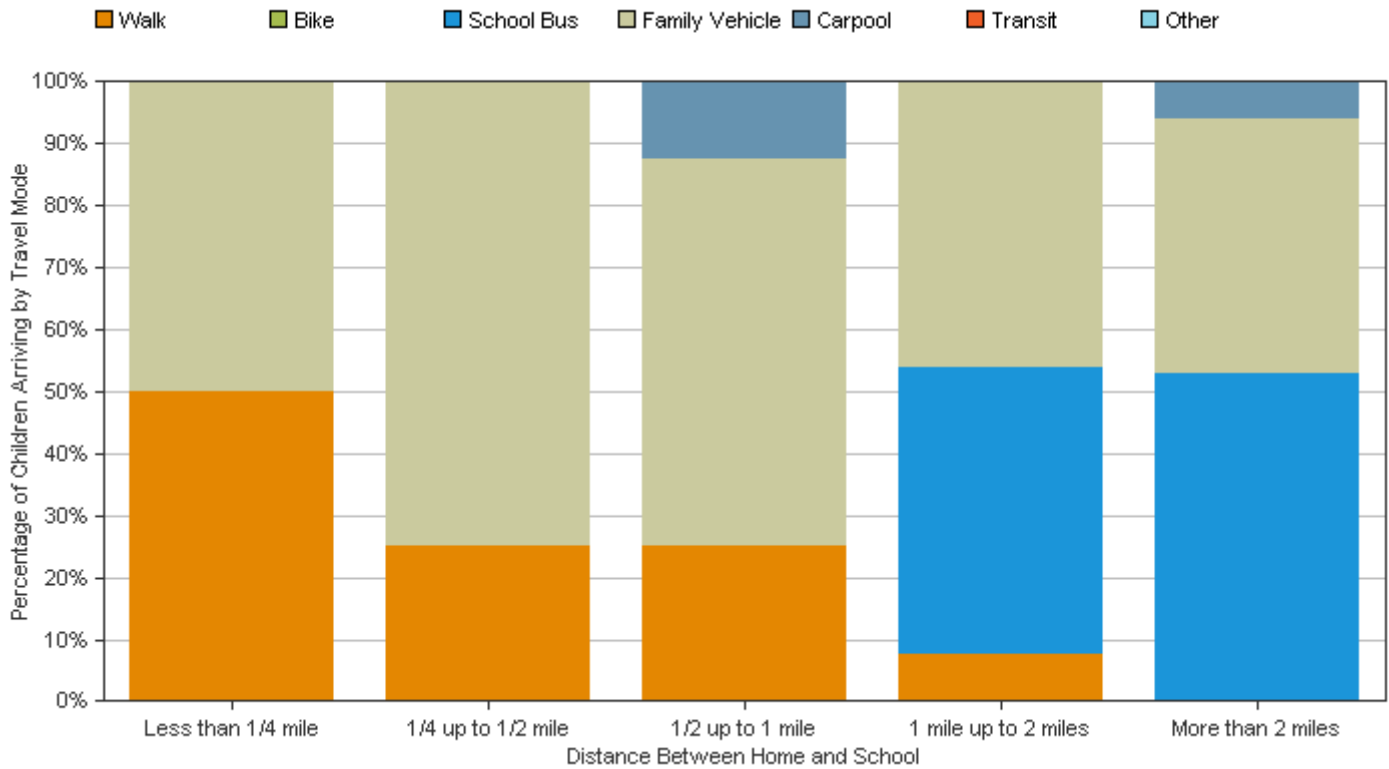


Number of Children by Distance They Live From School:

| Distance from School | Number of Children |
|-------------------------|--------------------|
| Less than 1/4 mile | 4 (8.3%) |
| 1/4 mile up to 1/2 mile | 4 (8.3%) |
| 1/2 mile up to 1 mile | 8 (16.7%) |
| 1 mile up to 2 miles | 13 (27.1%) |
| More than 2 miles | 17 (35.4%) |
| Don't know | 2 (4.2%) |
| No response: 6 | |

(Percentages may not total 100% due to rounding.)

Percentage of Children by Travel Mode to School and Distance Between Home and School:



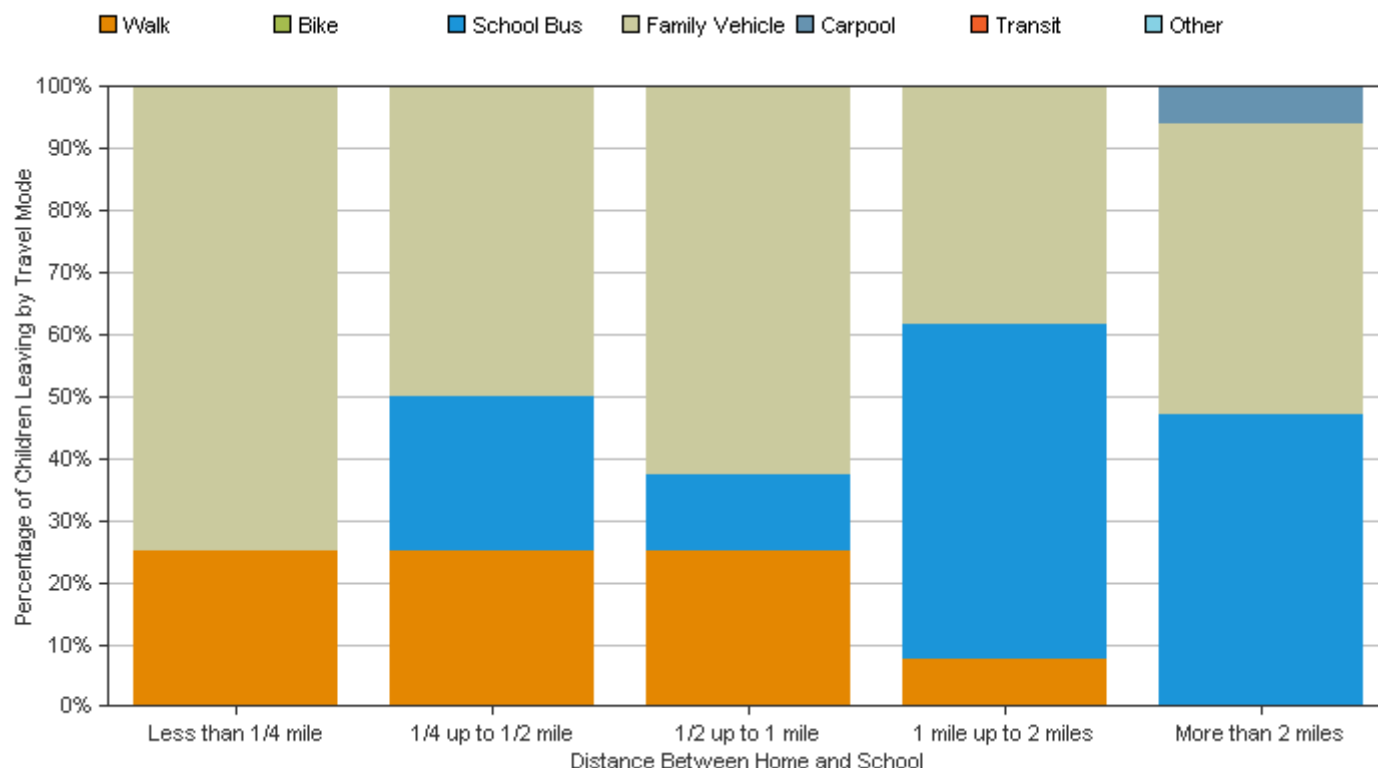
Number of Children by Travel Mode to School and Distance Between Home and School:

| Mode | Less than 1/4 mile | 1/4 mile up to 1/2 mile | 1/2 mile up to 1 mile | 1 mile up to 2 miles | More than 2 miles | Row Totals by Mode |
|----------------------------------|--------------------|-------------------------|-----------------------|----------------------|-------------------|--------------------|
| Walk | 2 (4.2%) | 1 (2.1%) | 2 (4.2%) | 1 (2.1%) | 0 (0%) | 6 (12.6%) |
| Bike | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| School Bus | 0 (0%) | 0 (0%) | 0 (0%) | 6 (12.5%) | 9 (18.8%) | 15 (31.3%) |
| Family Vehicle | 2 (4.2%) | 3 (6.3%) | 5 (10.4%) | 6 (12.5%) | 7 (14.6%) | 25 (52.2%) |
| Carpool | 0 (0%) | 0 (0%) | 1 (2.1%) | 0 (0%) | 1 (2.1%) | 2 (4.2%) |
| Transit | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Other | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Column Totals by Distance | 4 (8.4%) | 4 (8.4%) | 8 (16.7%) | 13 (27.1%) | 17 (35.5%) | |

No Response: 6

(Percentages may not total 100% due to rounding.)

Percentage of Children by Travel Mode from School and Distance Between Home and School:



Number of Children by Travel Mode from School and Distance Between School and Home:

| Mode | Less than 1/4 mile | 1/4 mile up to 1/2 mile | 1/2 mile up to 1 mile | 1 mile up to 2 miles | More than 2 miles | Row Totals by Mode |
|----------------------------------|--------------------|-------------------------|-----------------------|----------------------|-------------------|--------------------|
| Walk | 1 (2.1%) | 1 (2.1%) | 2 (4.2%) | 1 (2.1%) | 0 (0%) | 5 (10.5%) |
| Bike | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| School Bus | 0 (0%) | 1 (2.1%) | 1 (2.1%) | 7 (14.6%) | 8 (16.7%) | 17 (35.5%) |
| Family Vehicle | 3 (6.3%) | 2 (4.2%) | 5 (10.4%) | 5 (10.4%) | 8 (16.7%) | 25 (52.2%) |
| Carpool | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 1 (2.1%) | 1 (2.1%) |
| Transit | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Other | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Column Totals by Distance | 4 (8.4%) | 4 (8.4%) | 8 (16.7%) | 13 (27.1%) | 17 (35.5%) | |

No Response: 6

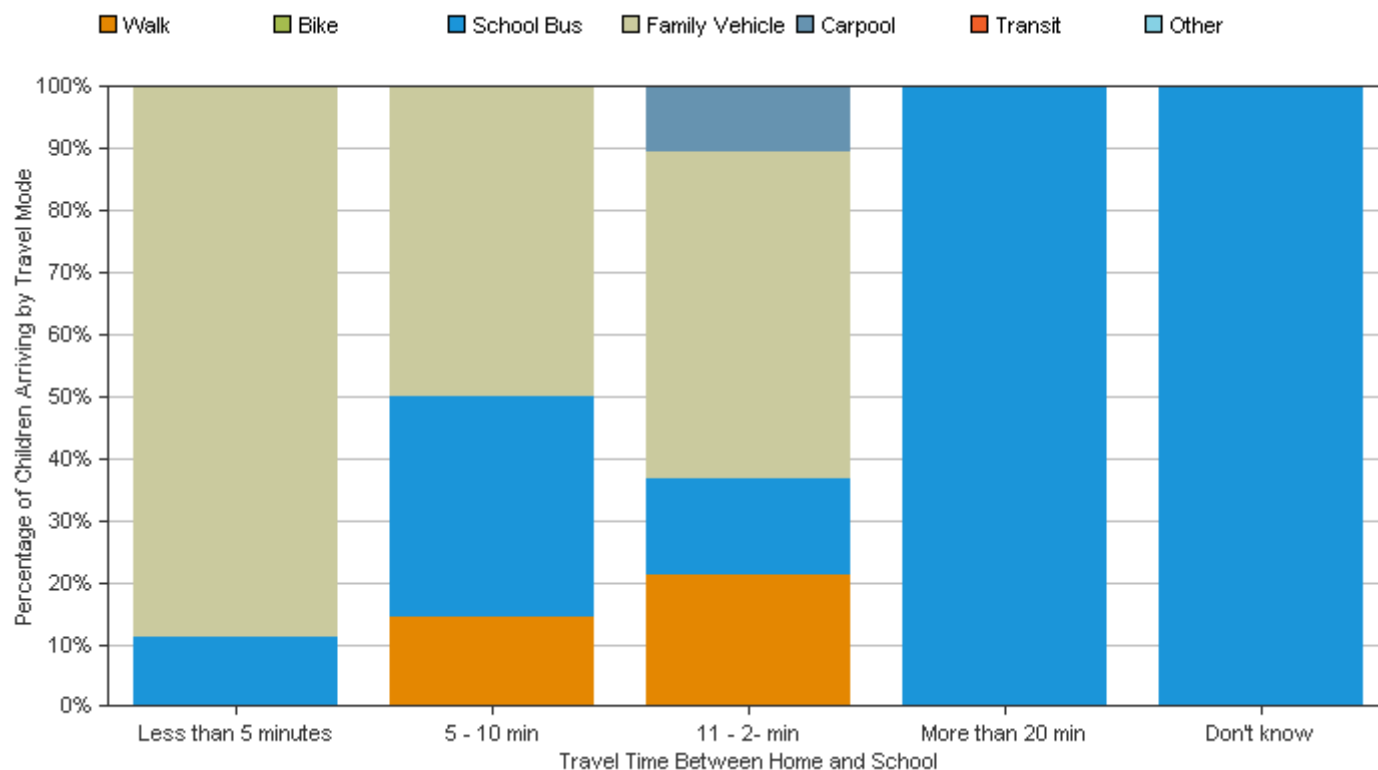
(Percentages may not total 100% due to rounding.)

Number of Children by School Arrival Travel Mode and Travel Time to School:

| Travel Mode | Less than 5 min | 5 - 10 min | 11 - 20 min | More than 20 min | Don't know | Row Totals by Mode |
|------------------------------|------------------------|-------------------|--------------------|-------------------------|-------------------|---------------------------|
| Walk | 0 (0%) | 2 (4.2%) | 4 (8.3%) | 0 (0%) | 0 (0%) | 6 (12.5%) |
| Bike | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| School Bus | 1 (2.1%) | 5 (10.4%) | 3 (6.3%) | 4 (8.3%) | 2 (4.2%) | 15 (31.3%) |
| Family Vehicle | 8 (16.7%) | 7 (14.6%) | 10 (20.8%) | 0 (0%) | 0 (0%) | 25 (52.1%) |
| Carpool | 0 (0%) | 0 (0%) | 2 (4.2%) | 0 (0%) | 0 (0%) | 2 (4.2%) |
| Transit | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Other | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Column Totals by Time | 9 (18.8%) | 14 (29.2%) | 19 (39.6%) | 4 (8.3%) | 2 (4.2%) | |
| <i>No Response: 6</i> | | | | | | |

(Percentages may not total 100% due to rounding.)

Percentage of Children by Travel Time to School and School Arrival Travel Mode:



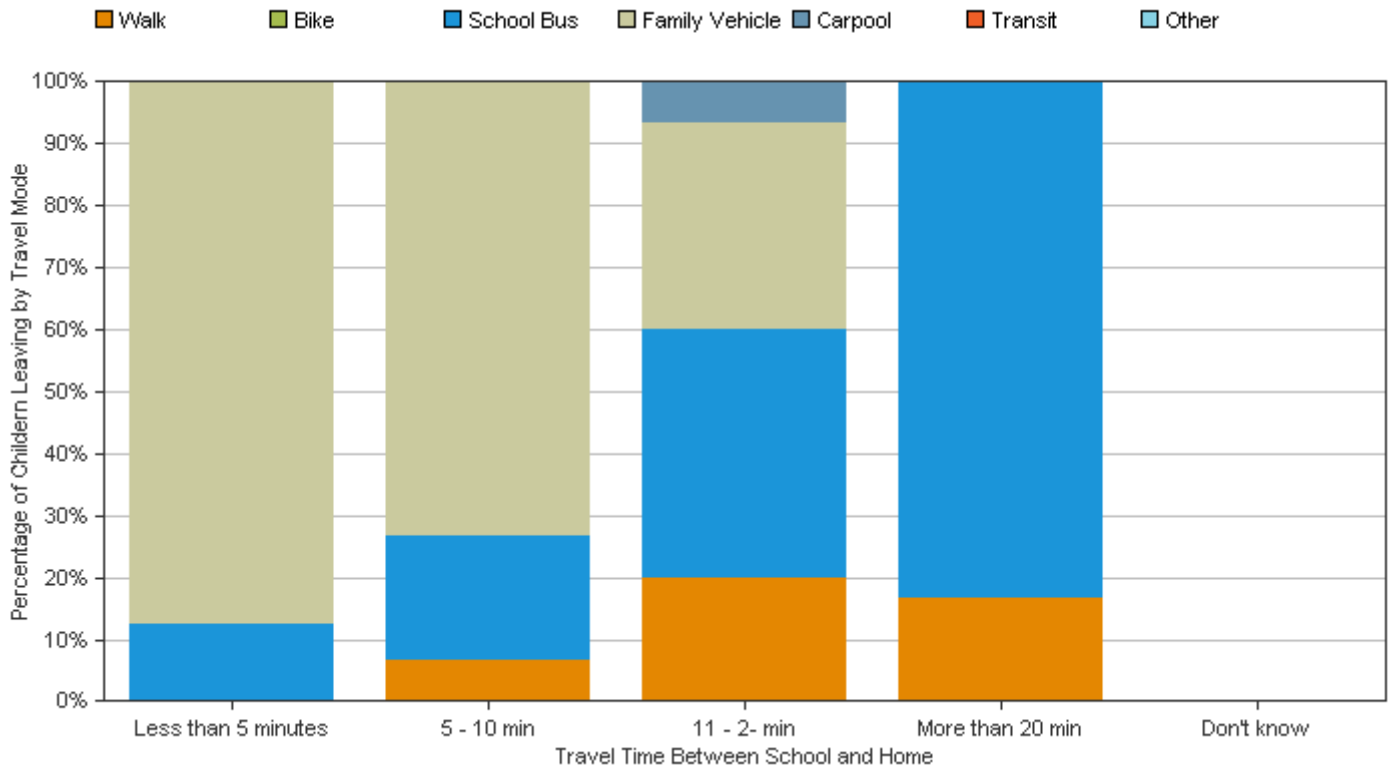
Number of Children by School Departure Mode and Travel Time from School:

| Travel Mode | Less than 5 min | 5 - 10 min | 11 - 20 min | More than 20 min | Don't know | Row Totals by Mode |
|------------------------------|-----------------|------------|-------------|------------------|------------|--------------------|
| Walk | 0 (0%) | 1 (2.3%) | 3 (6.8%) | 1 (2.3%) | 0 (0%) | 5 (11.4%) |
| Bike | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| School Bus | 1 (2.3%) | 3 (6.8%) | 6 (13.6%) | 5 (11.4%) | 0 (0%) | 15 (34.1%) |
| Family Vehicle | 7 (15.9%) | 11 (25.0%) | 5 (11.4%) | 0 (0%) | 0 (0%) | 23 (52.3%) |
| Carpool | 0 (0%) | 0 (0%) | 1 (2.3%) | 0 (0%) | 0 (0%) | 1 (2.3%) |
| Transit | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Other | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Column Totals by Time | 8 (18.2%) | 15 (34.1%) | 15 (34.1%) | 6 (13.7%) | 0 (0%) | |

No Response: 10

(Percentages may not total 100% due to rounding.)

Percentage of Children by Travel Time from School and School Departure Travel Mode:



Number of Children Who Have Asked Their Parent for Permission to Walk or Bike to/from School in the Last Year Separated by Distance They Live from School:

| Distance from School | Have Asked | Have Not Asked |
|-------------------------|------------|----------------|
| Less than 1/4 mile | 4 (8.5%) | 0 (0%) |
| 1/4 mile up to 1/2 mile | 3 (6.4%) | 1 (2.1%) |
| 1/2 mile up to 1 mile | 3 (6.4%) | 5 (10.6%) |
| 1 mile up to 2 miles | 6 (12.8%) | 7 (14.9%) |
| More than 2 miles | 1 (2.1%) | 15 (31.9%) |

No Response: 7

(Percentages may not total 100% due to rounding.)

Grade When Parent Would Allow Child Walk or Bike to/from School without an Adult Separated by Distance They Live from School:

| Grade | Less than 1/4 mile | 1/4 mile up to 1/2 mile | 1/2 mile up to 1 mile | 1 mile up to 2 miles | More than 2 miles |
|------------------|--------------------|-------------------------|-----------------------|----------------------|-------------------|
| Kindergarten | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| 1st Grade | 1 (2.1%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| 2nd Grade | 1 (2.1%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| 3rd Grade | 0 (0%) | 0 (0%) | 0 (0%) | 1 (2.1%) | 2 (4.2%) |
| 4th Grade | 0 (0%) | 0 (0%) | 1 (2.1%) | 3 (6.3%) | 1 (2.1%) |
| 5th Grade | 1 (2.1%) | 1 (2.1%) | 3 (6.3%) | 1 (2.1%) | 1 (2.1%) |
| 6th Grade | 1 (2.1%) | 1 (2.1%) | 1 (2.1%) | 2 (4.2%) | 4 (8.3%) |
| 7th Grade | 0 (0%) | 1 (2.1%) | 0 (0%) | 2 (4.2%) | 4 (8.3%) |
| 8th Grade | 0 (0%) | 0 (0%) | 1 (2.1%) | 3 (6.3%) | 0 (0%) |
| Not at any Grade | 0 (0%) | 1 (2.1%) | 2 (4.2%) | 1 (2.1%) | 5 (10.4%) |

No Response: 6

(Percentages may not total 100% due to rounding.)

Issues which Affect Parent's Decision to Allow or Not Allow Their Child to Walk or Bike to/from School Separated by Children who Do and Do Not Already Walk or Bike To/From School:

| Issue | Child walks/bikes to school | Child does not walk/bike to school |
|-------------------------------------|-----------------------------|------------------------------------|
| Distance | 5 (83.3%) | 30 (73.2%) |
| Convenience of driving | 0 (0.0%) | 0 (0.0%) |
| Time | 2 (33.3%) | 14 (34.1%) |
| Before/after-school activities | 1 (16.7%) | 5 (12.2%) |
| Traffic speed along route to school | 4 (66.7%) | 26 (63.4%) |
| Traffic volume along route | 3 (50.0%) | 28 (68.3%) |
| Adults to walk/bike with | 5 (83.3%) | 14 (34.1%) |
| Sidewalks or pathways | 4 (66.7%) | 20 (48.8%) |
| Safety of intersections & crossings | 3 (50.0%) | 28 (68.3%) |
| Crossing guards | 3 (50.0%) | 9 (22.0%) |
| Violence or crime | 2 (33.3%) | 17 (41.5%) |
| Weather or climate | 2 (33.3%) | 20 (48.8%) |
| Number of Respondents Per Category | 6 | 41 |

No Response: 7

(Percentages may not total 100% due to rounding.)

For Parents Whose Children Do Not Walk or Bike to/from School, Number of Parents Responding to question: Would You Probably let Your Child Walk or Bike to/from School Issues Were Changed or Improved?

| Issue | Number of parents reporting that: | | |
|--|-----------------------------------|----------------------------------|--|
| | Change Would affect decision | Change Would Not affect decision | Not Sure if change would affect decision |
| Distance | 24 (57.1%) | 11 (26.2%) | 2 (4.8%) |
| Convenience of driving | 5 (11.9%) | 24 (57.1%) | 9 (21.4%) |
| Time | 16 (38.1%) | 16 (38.1%) | 4 (9.5%) |
| Before/after-school activities | 13 (31.0%) | 17 (40.5%) | 3 (7.1%) |
| Traffic speed along route to school | 27 (64.3%) | 10 (23.8%) | 3 (7.1%) |
| Traffic volume along route | 26 (61.9%) | 10 (23.8%) | 3 (7.1%) |
| Adults to walk/bike with | 25 (59.5%) | 12 (28.6%) | 2 (4.8%) |
| Sidewalks or pathways | 21 (50.0%) | 11 (26.2%) | 1 (2.4%) |
| Safety of intersections & crossings | 26 (61.9%) | 10 (23.8%) | 2 (4.8%) |
| Crossing guards | 20 (47.6%) | 12 (28.6%) | 2 (4.8%) |
| Violence or crime | 20 (47.6%) | 15 (35.7%) | 3 (7.1%) |
| Weather or climate | 14 (33.3%) | 18 (42.9%) | 4 (9.5%) |
| Number of Respondents That Selected at Least 1 Issue: 42 | | | |
| <i>No Response: 6</i> | | | |

(Percentages may not total 100% due to rounding.)

Number of Parents Who Feel Their Child's School Encourages or Discourages Walking and Biking to/from School:

| | Strongly Encourage | Encourage | Neutral | Discourage | Strongly Discourage |
|---------------|---------------------------|------------------|----------------|-------------------|----------------------------|
| Number | 0 (0%) | 8 (17.4%) | 35 (76.1%) | 0 (0%) | 3 (6.5%) |

No Response: 8

Number of Parents Reporting the Level of Fun Walking and Biking to/from School is for Their Child:

| | Very Fun | Fun | Neutral | Boring | Very Boring |
|---------------|-----------------|------------|----------------|---------------|--------------------|
| Number | 4 (8.5%) | 17 (36.2%) | 24 (51.1%) | 2 (4.3%) | 0 (0%) |

No Response: 7

Number of Parents Reporting How Healthy Walking and Biking to/from School is for Their Child:

| | Very Healthy | Healthy | Neutral | Unhealthy | Very Unhealthy |
|---------------|---------------------|----------------|----------------|------------------|-----------------------|
| Number | 21 (44.7%) | 17 (36.2%) | 7 (14.9%) | 0 (0%) | 2 (4.3%) |

No Response: 7

Parent Comments

This table displays the comments provided by parents as part of this Parent Survey. These comments have been entered in two ways — they may have been entered by the local program, or they may have been scanned and processed by the National Center for Safe Routes to School (NCSRTS). Comments scanned and processed by NCSRTS may have not been edited for content, spelling, and other typographical errors that may have as part of the scanning and handwriting recognition process.

Comments from: Hanover Street School

| SurveyID | Comment |
|----------|---|
| 1495456 | The way High School Student,s drive is the main issue. |
| 1495458 | We would walk our child to school everyday if you hadn't closed the school that was 1.5 blocks from our house. Now we have to cross the interstate and deal with Dartmouth morning traffic. Yes I'm bitter, we bought our house to be close to that school. |
| 1495468 | Seminary Hill School starts way too early in the morning!!! This time change has impacted our family a great deal in terms of me driving my daughter to the shuttle bus at Hanover Street School. It is way too much driving by choice--we value sleep for our children. I'm hoping the district looks at these early starting times as a poor decision as many families know are driving their children to school and increasing our carbon footprint because of logisitics. |
| 1495472 | I would like to see the schools or the community provide more and better options for kids to get to and from school--and after school activities--in a safe, healthy, and environmentally sustainable way that encourages good habits for now and later in life. Thanks for working on this issue. |
| 1495474 | We live too far from HSS for our son to bike or walk by himself. If we lived nearby, I would be comfortable with him walking or biking himself to school now. |
| 1495478 | currently my child would have to cross over the walking bridge to get to and from school. I do not like that the older kids hang out in that area and I am concerned about all the rental properties on Hanover Street leading to the walking bridge. There seems to be alot of police activity in that area and i am not comfortable with my child walking through that neighborhood. |
| 1495482 | At this time I feel that my child is to young to walk alone. We have to many sex offenders in down town lebanon and I fear my childs safety crossing roads and the distance to walk home is to far for him to handle. when my child attended scared heart school wo as a family often walked home but my chld was never allowed to walk alone. This world is to scary in my opinion to let any child under the age of 13 to walk alone. |
| 1495483 | Our street connects to a State highway, with a 40 mph speed limit and no sidewalks. Minimum distance to any school she would attend will be at least 3 miles. She will likely never walk to school, regardless of improvements made for walkers. I would love if she could walk, but it is not feasible in our situation. |
| 1495486 | option # 4 has our votes!!! |
| 1495488 | With the closing of the only 2 practical schools that children could walk/bike to I do not see a reason to pursue new walking or bike paths. I would rather see the focus put toward resolving the issue of the middle school with funding allocated for that project. |
| 1495490 | We used to walk to School Street School, but it isn't feasible to walk to Hanover Street School. Crossing Bank Street in front of our house is very dangerous and there are not sidewalks on our side of the road. Most cars do NOT follow the speed limit - even in the Jr. High school zone. |
| 1495492 | Current school location in Lebanon for a 3rd grader does not allow for any option of safe travel via bike from locations other than Mt Support neighborhood. |

| | |
|---------|---|
| 1495494 | In my experience from picking my children up at HSS, the lack of intelligent words by the highschool students is appalling. There have been several fights in the view of young children and vulgar language used that I think that the Lebanon School district rethink the location of these young innocent students. The other alternative is to teach these highschool students what their parents can not and that is respect for other people. Something that this whole world has lost. |
| 1495497 | The nearest bus stop for us is about a 10 min. walk (more in heavy snow..), and so my child usually does get some walking in, even though I checked "rides bus". I accompany him at this age, even to the bus stop. I feel very fortunate that circumstances allow me to do that. |
| 1495498 | I understand the consolidation. However, I do not feel that Hanover Street School is an appropriate school For elementary students. The environment and setting is not geared for families with younger children. |
| 1495500 | We enjoy our walk together |
| 1495505 | MY CHILD DOES NOT GO HOME AFTERSCHOOL, SO HIS ROUTE IS DIFFERENT. HE WOULD HAVE TO RIDE THROUGH TOWN, ON THE GREEN TO GET TO HIS AFTERSCHOOL PROGRAM. I DO NOT HAVE A PROBLEM WITH HIM RIDING/WALKING TO SCHOOL IN THE MORNING. |

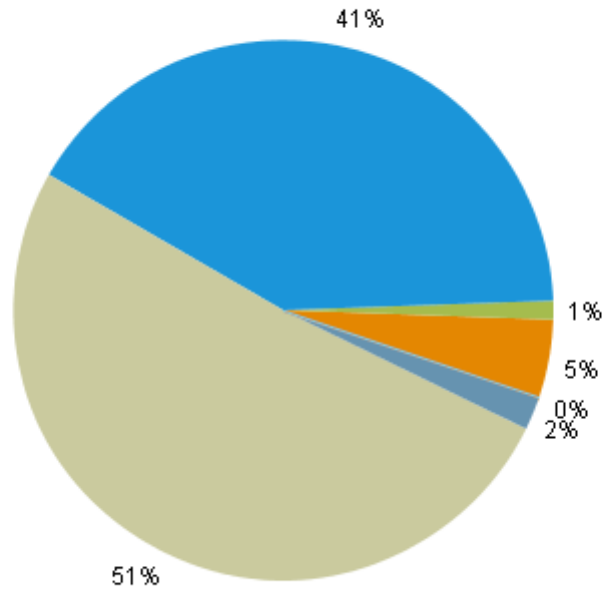
End of Report

Student Travel Summary

| | | | |
|----------------------|--|--------------------------------------|----------|
| Program Name: | Lebanon Safe Routes to School Task Force | Season Collected: | Fall2009 |
| School Name: | Hanover Street Elementary School | Data Type (Pre/Mid/Post): | pre |
| | | Reported School Enrollment: | 299 |
| | | Number Classrooms: | 15 |
| | | Number of Tallies Reported: | 16 |

Students Traveling by Each Mode (across all reported days)

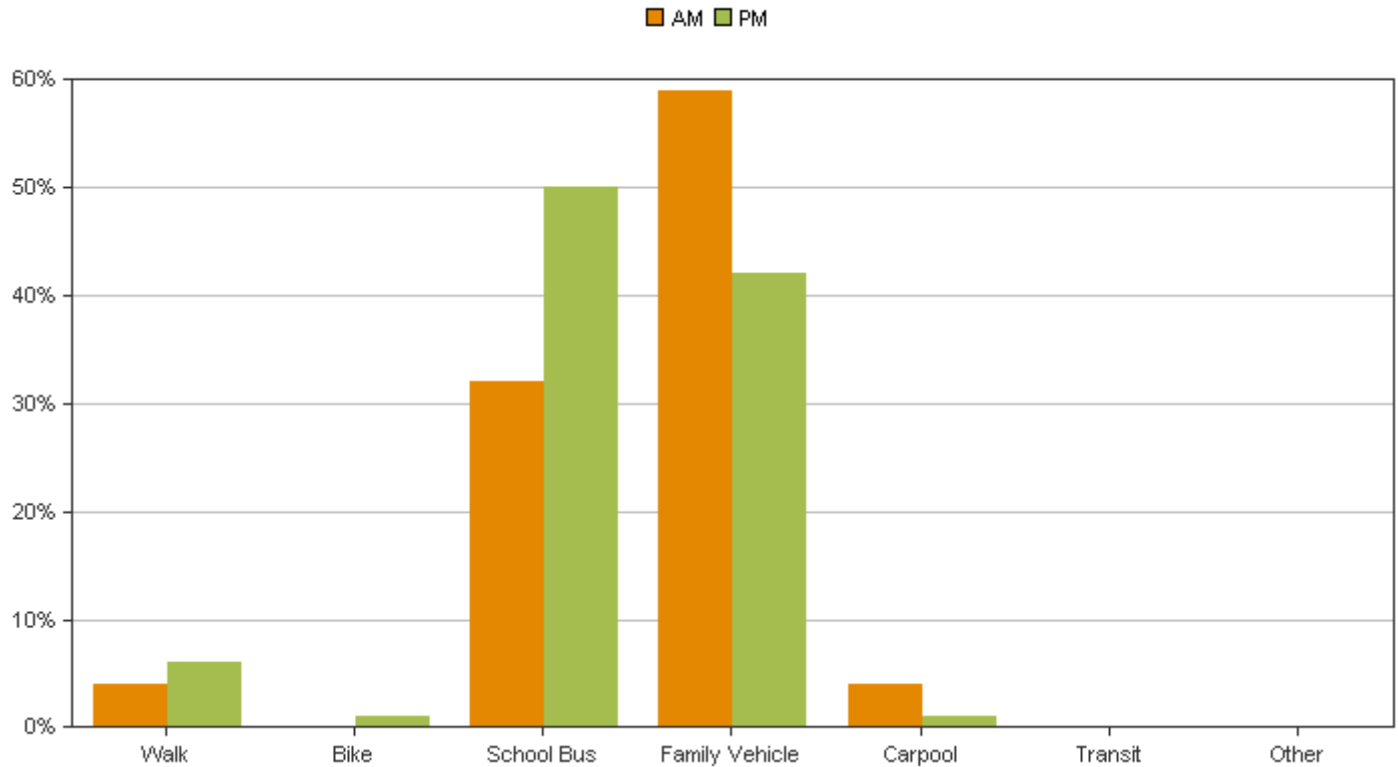
■ Walk
 ■ Bike
 ■ School Bus
 ■ Family Vehicle
 ■ Carpool
 ■ Transit
 ■ Other



| | Walk | Bike | School Bus | Family Vehicle | Carpool | Transit | Other |
|--|------|------|------------|----------------|---------|---------|-------|
| Average Number of Student Trips for Morning and Afternoon | 12.3 | 1.3 | 101.0 | 124.3 | 6.0 | 0.0 | 0.8 |
| Percent | 5.0% | 0.5% | 41.1% | 50.6% | 2.4% | 0.0% | 0.3% |

Average number of students per day responding to in-class tally counts: **245.5**

Morning to Afternoon Travel Mode Comparison



| | Walk | Bike | School Bus | Family Vehicle | Carpool | Transit | Other |
|------------------|------|------|------------|----------------|---------|---------|-------|
| Morning | 4.5% | 0.4% | 31.9% | 59.1% | 3.7% | 0.0% | 0.4% |
| Afternoon | 5.5% | 0.6% | 50.4% | 42.0% | 1.2% | 0.0% | 0.2% |

Number of students by travel mode to and from school:

| | Number of Students | Walk | Bike | School Bus | Family Vehicle | Carpool | Transit | Other |
|----------------|--------------------|------|------|------------|----------------|---------|---------|-------|
| Wed AM | 254 | 10 | 1 | 81 | 154 | 7 | 0 | 1 |
| Wed PM | 246 | 12 | 2 | 126 | 104 | 1 | 0 | 1 |
| Thur AM | 238 | 12 | 1 | 76 | 137 | 11 | 0 | 1 |
| Thur PM | 244 | 15 | 1 | 121 | 102 | 5 | 0 | 0 |

Averages for classes submitting travel tallies:

| | Number of Students | Walk | Bike | School Bus | Family Vehicle | Carpool | Transit | Other |
|----------------|--------------------|------|------|------------|----------------|---------|---------|-------|
| Wed AM | 15.9 | 0.6 | 0.1 | 5.1 | 9.6 | 0.4 | 0.0 | 0.1 |
| Wed PM | 15.4 | 0.8 | 0.1 | 7.9 | 6.5 | 0.1 | 0.0 | 0.1 |
| Thur AM | 14.9 | 0.8 | 0.1 | 4.8 | 8.6 | 0.7 | 0.0 | 0.1 |
| Thur PM | 15.3 | 0.9 | 0.1 | 7.6 | 6.4 | 0.3 | 0.0 | 0.0 |

Percentages of students by travel mode to and from school:

| | Number of Students | Walk | Bike | School Bus | Family Vehicle | Carpool | Transit | Other |
|----------------|--------------------|------|------|------------|----------------|---------|---------|-------|
| Wed AM | 254 | 3.9% | 0.4% | 31.9% | 60.6% | 2.8% | 0.0% | 0.4% |
| Wed PM | 246 | 4.9% | 0.8% | 51.2% | 42.3% | 0.4% | 0.0% | 0.4% |
| Thur AM | 238 | 5.0% | 0.4% | 31.9% | 57.6% | 4.6% | 0.0% | 0.4% |
| Thur PM | 244 | 6.1% | 0.4% | 49.6% | 41.8% | 2.0% | 0.0% | 0.0% |

End of Report